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TENTH FIVE YEAR PLAN FOR TEACHER EDUCATION

**STATE PLAN AND BUDGET
2005-2006**



**DIRECTORATE OF TEACHER EDUCATION
CHENNAI - 600 006.**

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12/12/2005

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**DIRECTORATE OF TEACHER EDUCATION
CHENNAI - 600 006.**

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Acc No 16161



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2005-2006



DIRECTORATE OF TEACHER EDUCATION
CHENNAI - 600 006

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Abbreviations

AEEO	Assistant Elementary Educational Officer
BRC	Block Resource Centre
BRTE	Block Resource Teacher Educator
CAI	Computer Aided Instruction
CCCE	Continues Comprehensive Competency Based Evaluation
CRC	Cluster Resource Centre
DIET	District Institute of Education & Training
DTE	Diploma in Teacher Education
DTERT	Directorate of Teacher Education Research & Training
ECCE	Early Childhood Care and Education
EDUSAT	Educational Satellite
EM ² RC	Educational Multimedia Research Centre
ET	Educational Television
GTTI	Government Teacher Training Institute
HM	Headmaster
ICDS	Integrated Child Development Schemes
ICI	Information and Communication Technology
M.Phil.,	Master of Philosophy
MHRD	Ministry of Human Resource Development
NAAC	National Accreditation and Assessment Council
NCLP	National Child Labour Project
NCTE	National Council for Teacher Education
NGO	Non-Governmental Organization
OHP	Over Head Projector
Ph.D.,	Doctor of Philosophy
PTR	Pupil Teacher Ratio
SCERT	State Council of Educational Research and Training
SPB	State Plan & Budget
SSA	Sarva Shiksha Abyan
TLE	Teaching Learning Equipment
TLM	Teaching Learning Materials
TTI	Teacher Training Institutes
TV	Television
VCD	Video Compact Disc
VEC	Village Education Committee
VER	Village Education Register
XPA	Tenth Five Year Plan Programmes & Activities

CHAPTER I

INTRODUCTION

1.1 Introduction

India, the largest democracy in the world with more than one billion people has always given utmost importance to education. It had a well-defined indigenous system of education before the colonial rule. The British rulers westernised the educational system and centralised it for a chosen few to suit their governance. We inherited a colonial legacy in which more than 70 percent of people were illiterates and the rest culturally distanced from mother India.

The post-independent India has prioritized education as a powerful tool for development. Many commissions and committees have been constituted to address the problems of Education. Many programmes and Schemes have been launched across the country to increase the enrolment, retention and achievement of children. The 1980s introduced an array of meticulously designed interventions to improve the quality of elementary education. One such programme is Operation Black board, which aimed at improving quantity and quality in Elementary schools.

Pursuant to the adoption of National Policy on Education (1986), several interventions were launched. District Institutes of Education

and Training were established through out the state to meet the growing demand of qualified teachers at the elementary level and for catering to the in-service needs of practising teachers at the elementary level across the Nation.

To accelerate the pace of UEE, DPEP was launched in 1994 on an experimental basis and later it evolved into a result-oriented project. As DPEP yielded tangible results in terms of enhanced enrollment, retention and learning achievement. Government of India has launched Sarva Shiksha Aayan and invited proposals from all the states for improving quality needs such as infrastructure, teacher recruitment, TLM and TLE, establishment of BRC and CRC and VEC structures in close collaboration with DIET and SCERTs. SCERTs have contributed a lot in terms of training manuals, training programmes and revision of curricula. Their infrastructure needs a face lift. The teacher-educators, need periodical updation of their knowledge and skills as teacher – educators to give appropriate quality inputs to BRTEs and CRC coordinators who look for professional support from them. To invest in the professionalism of DIET faculty members, MHRD invited proposals from SCERTs for faculty development, in-service programmes and projects and contingencies.

In response to the call of MHRD, DTERT, Chennai submitted its perspective plan proposal for teacher education for 2002-2007.

and Training were established throughout the state to meet the growing demand of qualified teachers at the elementary level and for catering to the in-service needs of practising teachers at the elementary level across the Nation.

To accelerate the pace of UEE, DPET was launched in 1994 on an experimental basis and later it evolved into a result-oriented project. As DPET yielded tangible results in terms of enhanced enrolment, retention and learning achievement, Government of India has launched Sarva Shiksha Abhyas and invited proposals from all the states for improving quality needs such as infrastructure, teacher recruitment, TLM and TLE, establishment of BRC and CRC and VEC structures in close collaboration with DIET and SCERTs. SCERTs have contributed a lot in terms of training manuals, training programmes and revision of curricula. Their infrastructure needs a face lift. The teacher-educators need periodical updation of their knowledge and skills as teacher-educators to give appropriate quality inputs to BRTS and CRC coordinators who look for professional support from them. To invest in the professionalism of DIET faculty members, MHRD invited proposals from SCERTs for faculty development, in-service programmes and projects and contingencies.

In response to the call of MHRD, DTERT, Chennai submitted its

perspective plan proposal for teacher education for 2002-2007.

Table - 1.1

1.2 Profile of the State

In Tamilnadu, there are 30 Revenue Districts, 73 Revenue Divisions, 206 Taluks and 17,371 Revenue Villages. On the development side, there are 6 Municipal Corporations, 102 Municipalities, 611 Town Panchayats, 385 Developmental Blocks, 12,619 Village panchayats and 64846 habitations in the State. The entire State has been divided into 39 Parliamentary Constituencies and 234 State. Legislative Assembly Constituencies.

1.3 Population and literacy

Census 2001 has recorded the total Population of Tamilnadu as 6.24 crores comprising 3.14 crore male and 3.10 crore female. The decadal growth rate of Tamilnadu is 11.19 which is comparatively lower than the National rate (21.34). The increase in sex ratio from 974 in 1991 to 986 in 2001 indicates the growing awareness of the people of the State on gender equity. The following Table compares Tamilnadu with India on population, literacy rate etc.

1.4 Educational Profile

The school educational structure in Tamilnadu has four levels namely, Primary, Upper Primary, Secondary and Higher Secondary. The Primary comprises I to V classes, Upper Primary VI to VIII classes, Secondary IX and X classes and Higher Secondary XI and XII standards.

Table – 1.1
Population & Literacy India & Tamilnadu

Indicator	Gender	India	Tamilnadu
a. Population (in crore)	Persons	102.70	6.24
	Male	53.03	3.14
	Female	49.57	3.10
b. Growth Rate		21.34	11.19
c. Sex Ratio		933	986
d. Literacy Rate	Persons	65.38	73.47
	Male	75.85	82.33
	Female	54.16	64.55
e. Density per sq.km		324	478

Source : Census 2001

The total literacy rate of the State is 73.47 % which is 8.09 % higher than that of the total literacy rate of India (65.38%). The male and female literacy rates of the State also indicate the same trend, 6.48 % higher in the case of male and 10.39 % higher in case of female.

1.4 Educational Profile

The school educational structure in Tamilnadu has four levels namely, Primary, Upper Primary, Secondary and Higher Secondary. The Primary comprises I to V classes, Upper Primary VI to VIII classes, Secondary IX and X classes and Higher Secondary XI and XII standards.

Table - I.1.
Population & Literacy India & Tamil Nadu

Indicator	Gender	India	Tamil Nadu
a. Population (in crore)	Persons	102.70	8.34
	Male	53.03	3.14
	Female	49.67	5.20
b. Literacy Rate	Persons	21.34	11.19
	Male	28.85	15.86
	Female	13.83	6.52
c. Density per sq km	Persons	324	478
	Male	162	239
	Female	162	239

Source : Census 2001

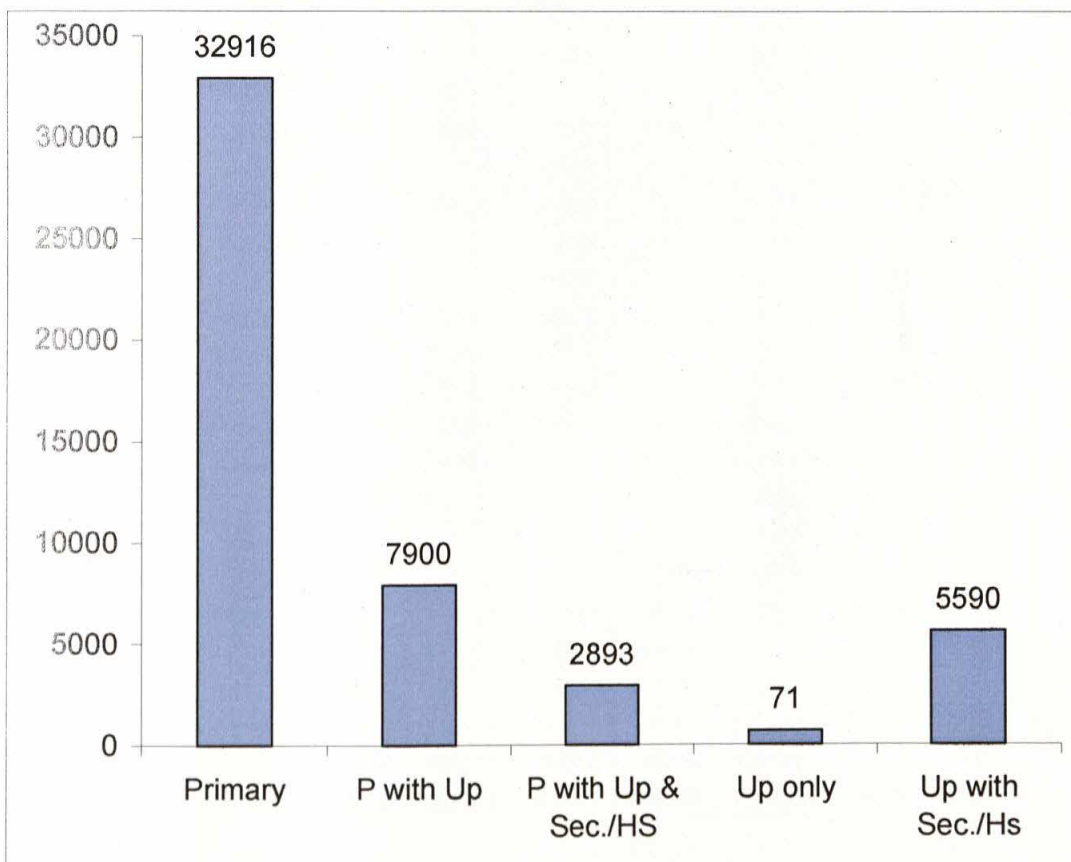
The total literacy rate of the State is 73.47 % which is 8.09 % higher than that of the total literacy rate of India (65.38%). The male and female literacy rates of the State also indicate the same trend. 8.48 % higher in the case of male and 10.39 % higher in case of female.

1.4 Educational Profile

The school educational structure in Tamil Nadu has four levels namely, Primary, Upper Primary, Secondary and Higher Secondary. The Primary comprises I to V classes, Upper Primary VI to VIII classes, Secondary IX and X classes and Higher Secondary XI and XII standards.

In Tamilnadu, there are 49370 schools, by all categories, which cater to both primary and upper primary sections. They consist of 32,916 primary schools, 7900 upper primary schools with primary sections, 2893 High and Higher secondary schools with primary and upper primary sections, 71 schools with upper primary sections only and 5590 High and Higher Secondary schools with upper primary sections.

Fig. 1
Schools by Category



1.5 School – age population

The school – age population (ALL) with break-up of 6-10 years and 11-14 years age group is presented in the Table given here.

Table -1. 2

School - age population - All - 2004 - 2005

S. No	Districts	6-10 Years			11-14 Years			6-14 Years		
		B	G	T	B	G	T	B	G	T
1.	Chennai	191353	176059	367412	115976	110389	226365	307329	286448	593777
2.	Coimbatore	213709	201395	415104	119834	110859	230693	333543	312254	645797
3.	Cuddalore	126776	119778	246554	81945	76561	158506	208721	196339	405060
4.	Dharmapuri	84771	69932	154703	49006	41527	90533	133777	111459	245236
5.	Dindigul	109982	100162	210144	57891	51590	109481	167873	151752	319625
6.	Erode	110553	99374	209927	61250	56365	117615	171803	155739	327542
7.	Kancheepuram	142950	139143	282093	93368	88998	182366	236318	228141	464459
8.	Kanyakumari	82546	80078	162624	47690	44909	92599	130236	124987	255223
9.	Karur	51075	47105	98180	26264	24044	50308	77339	71149	148488
10.	Krishnagiri	100576	89762	190338	55794	53373	109167	156370	143135	299505
11.	Madurai	153994	139934	293928	84684	74123	158807	238678	214057	452735
12.	Nagapattinam	85343	81129	166472	48577	45607	94184	133920	126736	260656
13.	Namakkal	78089	68801	146890	44033	38883	82916	122122	107684	229806
14.	Perambalur	64830	60951	125787	39920	37121	77041	104750	98078	202828
15.	Pudukkottai	76921	73769	150690	46956	45211	92167	123877	118980	242857
16.	Ramanathapuram	69563	65905	135468	38864	36086	74950	108427	101991	210418
17.	Salem	181820	151809	333629	96099	78218	174317	277919	230027	507946
18.	Sivagangai	62289	60471	122760	38373	34512	72885	100662	94983	195645
19.	Thanjavur	115997	109496	225493	67917	63154	131071	183914	172650	356564
20.	The Nilgiris	37358	35729	73087	24261	22757	47018	61619	58486	120105
21.	Theni	70883	61468	132351	37626	31410	69036	108509	92878	201387
22.	Thiruchirappalli	125409	114156	239565	71328	71785	143113	196737	185941	382678
23.	Thirunelveli	173089	165115	338204	89132	87176	176308	262221	252291	514512
24.	Thiruvallur	119942	115270	235212	76886	74317	151203	196828	189587	386415
25.	Thiruvanamalai	116067	112463	228530	72695	68216	140911	188762	180679	369441
26.	Thiruvavur	63062	60062	123124	37192	35169	72361	100254	95231	195485
27.	Thoothukudi	87612	81645	169257	48974	45930	94904	136586	127575	264161
28.	Vellore	183725	172945	356670	109030	104186	213216	292755	277131	569886
29.	Villupuram	161380	153932	315312	97638	89362	187000	259018	243294	502312
30.	Virudhunagar	102005	96016	198021	53318	48534	101852	155323	144550	299873
Tamilnadu		3343669	3103860	6447529	1932521	1790372	3722893	52761910	4894232	10170422

Source : VER 2005

As per village Education Register (VER) 2005, there are 1,01,70,422 school - age children (6-14 years) in the State of them, 64,47,529 children are in 6-10 years age group and 37,22,893 are in 11-14 years age group. Gender-wise, the Table shows that boys outnumber girls by 3,81,958. These school-age children include SC/ST children as well.

Table -1.2
School - age population - All - 2004 - 2005

Sl. No.	District	5-10 Years			11-14 Years			6-14 Years		
		B	G	T	B	G	T	B	G	T
1	Chennai	181353	178059	359412	112876	110389	223265	301329	288449	589777
2	Coimbatore	213709	201395	415104	118804	118859	237663	333243	312254	645497
3	Cuddalore	128778	119778	248556	81915	78881	160796	208751	198339	407090
4	Dharmapuri	84771	88935	173706	49000	41527	90527	133777	111456	245233
5	Dindigul	100732	100162	200894	57887	51590	109477	167873	161735	329608
6	Erode	113703	99374	203077	61589	59382	120971	111003	105739	216742
7	Kancheepuram	143740	138143	281883	89988	88988	178976	238719	228741	467460
8	Kanyakumari	7773	80078	87851	47889	44988	92877	130738	124887	255625
9	Karur	61072	68180	129252	38084	36084	74168	117380	111480	228860
10	Krishnagiri	100278	100238	200516	58794	58777	117571	168770	168735	337505
11	Kovilpatti	123904	123904	247808	84884	84884	169768	214887	214887	429774
12	Madhavaram	81156	106475	187631	48877	48807	97684	130800	128739	259539
13	Madurai	78889	68307	147196	44889	38889	83778	108735	108735	217470
14	Mayiladuthurai	84830	80884	165714	38889	37121	76010	108735	108735	217470
15	Perambalur	13888	13888	27776	48888	48888	97776	128735	128735	257470
16	Pudukkottai	13888	13888	27776	48888	48888	97776	128735	128735	257470
17	Ramanathapuram	88888	88888	177776	38888	38888	77776	108735	108735	217470
18	Salem	181889	181889	363778	88888	88888	177776	214887	214887	429774
19	Sivagangai	68471	123780	192251	38773	38773	77546	108735	108735	217470
20	Tamil Nadu	112887	109486	222373	87877	83884	171761	238719	228741	467460
21	Tiruchirappalli	124108	114158	238266	71358	68718	140076	188735	188735	377470
22	Tirunelveli	17083	168118	185201	88135	87178	175313	238719	238719	477438
23	Tiruvallur	118042	118270	236312	78888	74377	153265	188735	188735	377470
24	Tiruvannamalai	118087	112883	230970	72888	68718	141606	188735	188735	377470
25	Tiruvengudi	88085	88085	176170	37185	35188	72373	108735	108735	217470
26	Tiruvoturi	87872	87872	175744	48888	48888	97776	128735	128735	257470
27	Vellore	187725	172885	360610	108889	104889	213778	288719	277470	566189
28	Villupuram	161380	168882	330262	88888	88888	177776	238719	238719	477438
29	Virudhunagar	102088	98018	200106	58888	58888	117776	158735	158735	317470
30	Madhavaram	38888	38888	77776	18888	18888	37776	58735	58735	117470

Source : VBR 2005

As per village Education Register (VER) 2005, there are 1,01,70,422 school - age children (6-14 years) in the State of Tamil Nadu. 64,47,529 children are in 6-10 years age group and 37,22,893 are in 11-14 years age group. Gender-wise, the Table shows that boys outnumber girls by 3,81,958. These school-age children include SC/ST children as well.

1.6 Pupil Teacher Ratio (PTR)

The PTR has been calculated taking into account the total number of children enrolled and the total number of teachers in position in the State/District. Therefore, the Table has to be read with the caution that the PTR arrived at gives only an overall picture of the State/District as a whole and it does not in anyway reflect the scenario in individual schools. In some individual cases, it ranges from 25 to 50.

The District-wise pupil teacher ratio for primary and upper primary as per DISE is given in the following Table.

Table 1.3 Pupil Teacher Ratio

S. No	Districts	Primary	Upper Primary
1.	Chennai	38	39
2.	Coimbatore	38	52
3.	Cuddalore	38	50
4.	Dharmapuri	40	54
5.	Dindigul	34	43
6.	Erode	35	44
7.	Kancheepuram	39	49
8.	Kanyakumari	39	38
9.	Karur	30	42
10.	Krishnagiri	38	47
11.	Madurai	33	41
12.	Nagapattinam	38	49
13.	Namakkal	36	49
14.	Perambalur	38	48
15.	Pudukkottai	33	44
16.	Ramanathapuram	32	48
17.	Salem	45	58
18.	Sivagangai	30	43
19.	Thanjavur	35	40
20.	The Nilgiris	31	40
21.	Theni	33	35
22.	Thiruchirappalli	35	41
23.	Thirunelveli	33	44
24.	Thiruvallur	38	48
25.	Thiruvanamalai	36	46
26.	Thiruvarur	38	46
27.	Thoothukudi	24	31
28.	Vellore	37	48
29.	Villupuram	39	51
30.	Virudhunagar	33	44
Tamilnadu		36	46

Source : DISE 2004

In primary, the State-level PTR is at 36. Salem reports the highest PTR (45) while Thoothukkudi records the lowest (24). There is only one District registering PTR above 40 and all the other 29 Districts record PTR below 40. As for upper primary, the state-level PTR is at 46. In Six Districts, the PTR is below 40 and the remaining 24 Districts it is above 40. Salem records the highest PTR (58) followed by Dharmapuri (54), Coimbatore (52) and Villupuram (51). The lowest PTR (31) is reported in Thoothukkudi District.

In Tamilnadu, 37,671 schools function with Primary classes and 13,001 schools cater to Upper Primary sections under Government and Private Aided Categories. The State-level Upper Primary – Primary School Ratio is 1 : 2.90. There are only two Districts – Chennai and Kanyakumari – reporting ratio below the SSA norm of 1:2. In all the other 28 districts, the ratio falls above the norm of 1 : 2. Erode records the maximum with a ratio of 1:4. 11 followed by Karur (1:3.96) and Dindigul (1:3.75).

1.7 Teachers

The District-wise details of teachers working in Primary and Upper Primary Schools under various managements are given in the following Table.

25	Vellore	3230	3391	6621	405	3005	3005	3005	1005	1005	7005	12005
29	Viluppuram	3475	3748	7223	405	3005	3005	3005	1005	1005	4005	11005
30	Vizianagaram	930	1005	1935	405	3005	3005	3005	1005	1005	6005	7005
	Total	4030	4144	8174	1210	3005	3005	3005	1005	1005	17005	24005

in primary, the State-level PTR is at 36. Salem reports the highest PTR (45) while Theothirukudi records the lowest (24). There is only one District registering PTR above 40 and all the other 29 Districts record PTR below 40. As for upper primary, the state-level PTR is at 46. In six Districts, the PTR is below 40 and the remaining 24 Districts it is above 40. Salem records the highest PTR (58) followed by Dharmapuri (54). Erode and Villupuram (51). The lowest PTR (31) is reported in Theothirukudi.

In secondary, 37,671 schools function with primary classes and 1,601 and 1,601 cater to Upper Primary sections under Government and Private Aided Categories. The State-level Upper Primary - Primary school ratio is 1 : 2.90. There are only two Districts - Chennai and Kanyakumari - reporting ratio below the SSA norm of 1:2. In all the other 28 Districts, the ratio falls above the norm of 1 : 2. Erode records the maximum with a ratio of 1:4.11 followed by Karur (1:3.90) and

Coimbatore (1:3.75).

1.3 Teachers

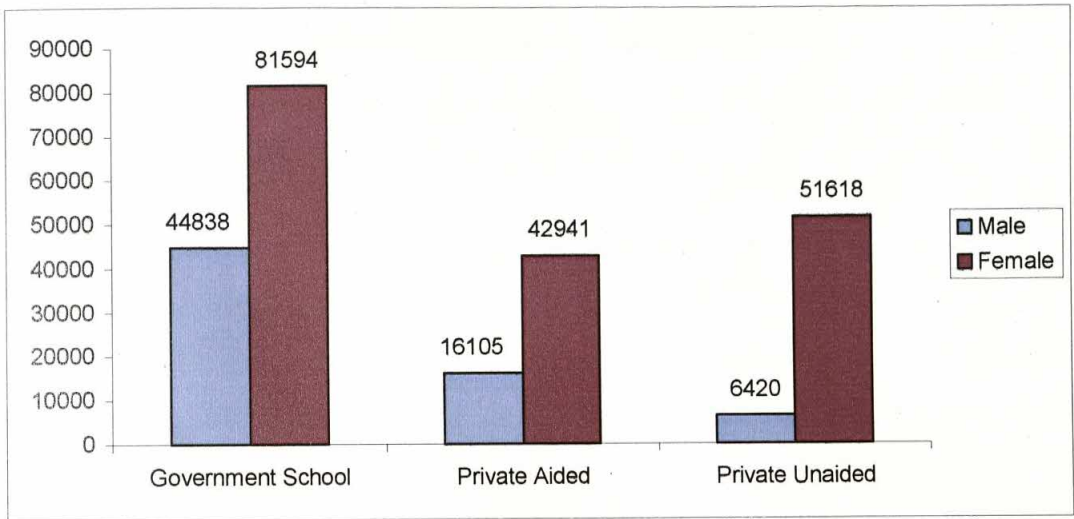
The District-wise details of teachers working in Primary and Upper Primary Schools under various management are given in the following Table.

Table – 1.4
Teachers – Primary & Upper Primary (Management-wise)

S. No	Districts	Government Schools			Private Aided			Private Unaided			Total Teachers in Primary & Upper Primary		
		M	F	T	M	F	T	M	F	T	M	F	T
1.	Chennai	316	3465	3781	469	3708	4177	504	8144	8648	1289	15317	16606
2.	Coimbatore	2066	5245	7311	465	1518	1983	497	5569	6066	3028	12332	15360
3.	Cuddalore	1968	2973	4941	771	1068	1839	238	1639	1877	2977	5680	8657
4.	Dharmapuri	1674	2265	3939	68	122	190	193	736	929	1935	3123	5058
5.	Dindigul	1357	2882	4239	590	1684	2274	152	1054	1206	2099	5620	7719
6.	Erode	1906	3356	5262	240	771	1011	313	2125	2438	2459	6252	8711
7.	Kancheepuram	1631	3930	5561	364	1456	1820	208	1725	1933	2203	7111	9314
8.	Kanyakumari	795	1743	2538	461	1976	2437	121	1678	1799	1377	5397	6774
9.	Karur	897	1558	2455	100	299	399	132	957	1089	1129	2814	3943
10.	Krishnagiri	1864	2488	4352	80	148	228	286	1452	1738	2230	4088	6318
11.	Madurai	1082	3562	4644	678	2656	3334	324	3173	3497	2084	9391	11475
12.	Nagapattinam	1346	1627	2973	855	1103	1958	99	1061	1160	2300	3791	6091
13.	Namakkal	1139	2239	3378	189	488	677	272	1356	1628	1600	4083	5683
14.	Perambalur	1348	1757	3105	270	541	811	94	407	501	1712	2705	4417
15.	Pudukkottai	1878	2623	4501	271	526	797	186	709	895	2335	3858	6193
16.	Ramanathapuram	1124	1832	2956	576	1137	1713	83	679	762	1783	3648	5431
17.	Salem	2217	3957	6174	348	1113	1461	466	2931	3397	3031	8001	11032
18.	Sivagangai	1031	1970	3001	487	1028	1515	69	636	705	1587	3634	5221
19.	Thanjavur	1466	3085	4551	798	1609	2407	115	756	871	2379	5450	7829
20.	The Nilgiris	708	831	1539	123	631	754	153	958	1111	984	2420	3404
21.	Theni	688	1495	2183	578	1470	2048	126	802	928	1392	3767	5159
22.	Thiruchirappalli	1373	3439	4812	733	2409	3142	138	1490	1628	2244	7338	9582
23.	Thirunelveli	981	2168	3149	2071	4722	6793	251	2121	2372	3303	9011	12314
24.	Thiruvallur	1599	3489	5088	296	980	1276	256	2244	2500	2151	6713	8864
25.	Thiruvanamalai	2949	3382	6331	359	665	1024	214	994	1208	3522	5041	8563
26.	Thiruvarur	1250	1711	2961	320	624	944	83	763	846	1653	3098	4751
27.	Thoothukudi	533	1427	1960	985	3580	4565	104	1571	1675	1622	6578	8200
28.	Vellore	3239	5391	8630	878	1566	2444	251	1031	1282	4368	7988	12356
29.	Villupuram	3475	3748	7223	885	1036	1921	344	1606	1950	4704	6390	11094
30.	Virudhunagar	938	1956	2894	797	2307	3104	148	1251	1399	1883	5514	7397
Tamilnadu		44838	81594	126432	16105	42941	59046	6420	51618	58038	67363	176153	243516

Source : DISE 2004

Fig. 2
Teachers – Primary & Upper Primary



In Tamilnadu, there are 2,43,516 teachers serving in Primary and Upper Primary Schools. As many as 1,26,432 teachers work in Government Primary, Upper Primary Schools who consist of 44,838 Male and 81,594 female teachers. There are 59,046 teachers working in Government Aided Schools. It is significant to note there is a greater presence of women among teachers in Elementary Education Secondary Women make up more than two – thirds of the teachers with their percentage as high 67.1%

1.8 Teachers Training Institution

Elementary Teacher Education has a vast network of Institution which are controlled by DTERT. These TTIs meet demand for Teachers in Tamilnadu. There are 29 DIETs which offer both preservice and in-service teacher development programme. Their student intake capacity is 2400. Government TTIs are nine in number. Teacher and their intake capacity is 480. The largest number of TTIs (252) are in private sector whose intake is 8720 students. Altogether 11600 are trained for Diploma in Teacher Education. These prospective teachers will be covered under in service programmes in due course of time when they join the teaching force.

CHAPTER – II

PROGRESS REVIEW

2.1 INTRODUCTION

The DTERT started mapping out planning strategies by initiating a performance appraisal study of DIET personnel to find out their professional achievements and requirements. It also conducted training needs analysis and collected the opinions of AEEOs, head teachers and practicing teachers to design the need based district specific training programmes. These findings formed the major inputs into the preparation of X Five Year Perspective plan which aims to address the issues in a long term perspective for DIETs and DTERTs.

2.2 PERSPECTIVE PLAN 2002-07

Various training programmes and activities for faculty development interventions and research projects were formulated to address these issues with a holistic outlook. The plan has two major components of expenditure namely non-recurring and recurring. Under the non-recurring category a demand for the amount of Rs. 580 lakhs for infrastructure and Rs. 174 lakhs for computer and literary books was proposed which altogether comes to Rs. 754 lakhs. Regarding recurring component, a claim of Rs. 5624 lakhs for salary Rs. 2516 lakhs for Training & Research Rs. 148 for Faculty Development and Rs. 814 lakhs for contingencies was made. The total amount proposed for recurring category was Rs. 9102 lakhs.

New projects including civil works and equipments under non-recurring category also formed a part of the perspective plan Rs. 150 lakhs for Civil works and Rs. 25 lakhs for equipments, totally Rs. 175 lakhs, was claimed. Totally Rs. 10031 lakhs for the perspective plan period, 2002-07, was proposed and it was approved by the MHRD.

CHAPTER - II

PROGRESS REVIEW

2.1 INTRODUCTION

The DTER started mapping out planning strategies by initiating performance appraisal study of DIT personnel to find out their personal achievements and requirements. It also conducted training analysis and collected the opinions of AEROs, head teachers and teachers to design the need based district specific training courses. These findings formed the major inputs into the formulation of X Five Year Perspective plan which aims to address the long term perspective for DITs and DTERs.

PERSPECTIVE PLAN 2002-07

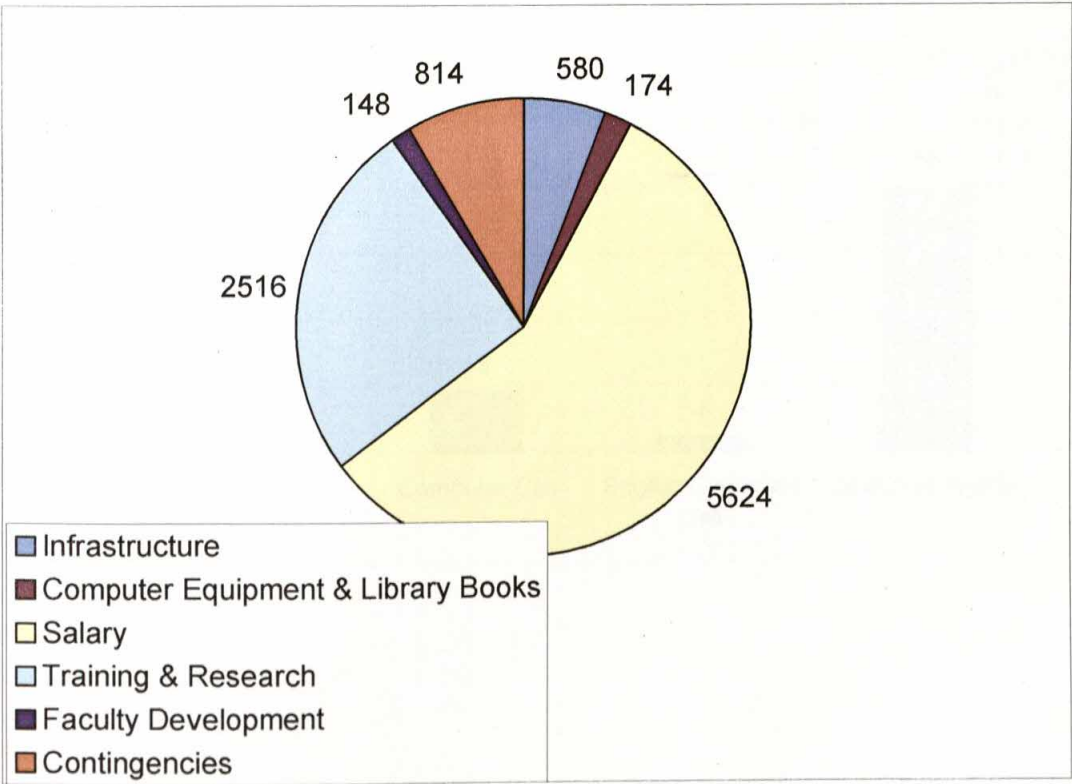
Various training programmes and activities for faculty development and research projects were formulated to address these issues and to provide a holistic outlook. The plan has two major components of expenditure, namely, non-recurring and recurring. Under the non-recurring category, Rs. 580 lakhs for infrastructure and Rs. 174 lakhs for other and literary books was proposed which altogether comes to Rs. 754 lakhs. Regarding recurring component, a claim of Rs. 5824 lakhs for Training & Research Rs. 148 for Faculty Development and Rs. 814 lakhs for contingencies was made. The total amount proposed for the recurring category was Rs. 6102 lakhs.

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Table 2.1
Perspective Plan for DIETs – 2002-07

Sl. No.	Major Activity	Amount	Total
	Non – Recurring		
1	Infrastructure	580.00	
2	Computer Equipment & Library Books	174.00	
	Recurring		754.00
3	Salary	5624.00	
4	Training & Research	2516.00	
5	Faculty Development	148.00	
6	Contingencies	814.00	9102.00
	New Project		
7	Civil Works	150.00	
8	Equipment	25.00	175.00
	Total		10031.00

Fig. 2.1
Plan Allocation for X Five Year Plan 2002-07 – Perspective Plan



2.3 PERSPECTIVE PLAN FOR DTERT 2002-07

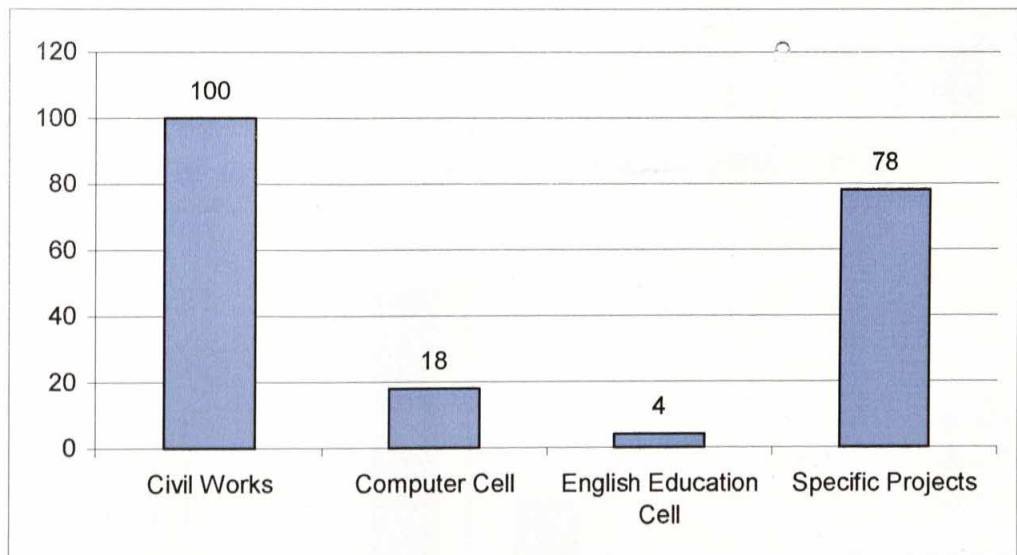
The perspective plan of 2002-07 for the DTERT head quarters comprised five components namely civil works, computer cell, English Language cell and specific projects. An amount of Rs. 100 lakhs for proposed for civil works, Rs. 18 lakhs for computer cell, 4 lakhs for English Education cell and Rs. 78 lakhs for specific projects. In total, an amount of Rs.200 lakhs was proposed and it was approved by the MHRD.

Table 2.2

Perspective Plan for DTERT – 2002-07

Component	Amount in Lakhs
Civil Works	100.00
Computer Cell	18.0
English Education Cell	4.00
Specific Projects	78.0
Total	200.00

Fig. 2.2 Perspective Plan for DTERT – 2002-07



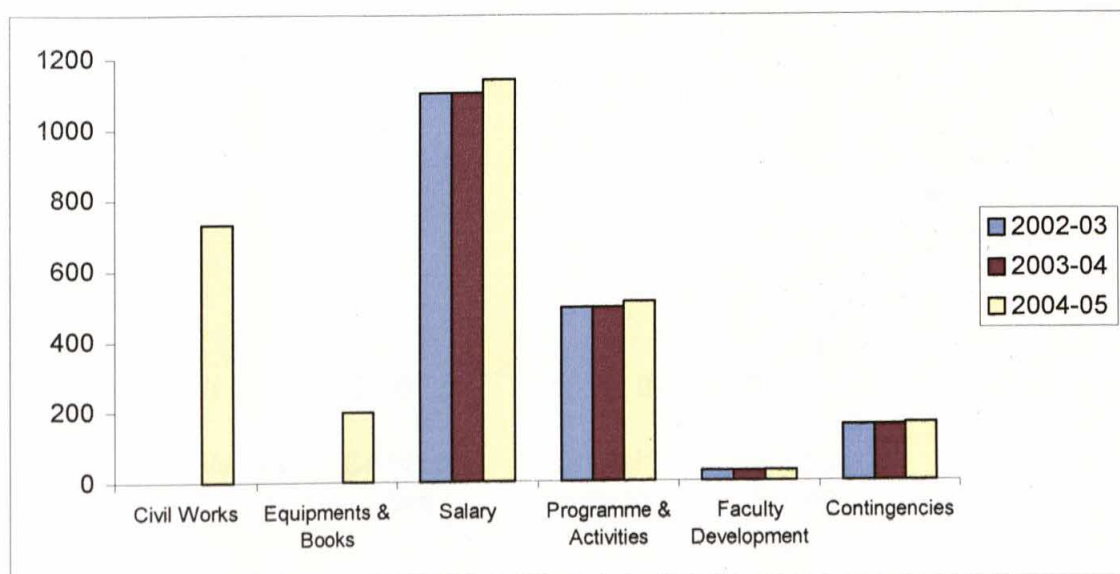
2.4 STATE PLAN AND BUDGET (SPB) FOR THE YEAR 2002-05 (DIETS)

State Plan and Budget for the year 2002-2005 regarding DIETs consists of 6 components namely civil works, equipments & books, salary, programmes and activities faculty development and contingencies for the year 2002-03 Rs. 1102 lakhs for salary Rs. 493 lakhs for programmes and activities Rs. 29 lakhs for faculty development and Rs. 159.5 lakhs for contingencies, totaling Rs. 1783.5 lakhs, were claimed, similar demands were made for 2003-04 also. For the plan year 2004-05, Rs. 730 lakhs for civil works, Rs.199 lakhs for equipments and books, Rs. 1140 lakhs for salary, Rs. 510 for programmes and activities, Rs. 30 lakhs for faculty development and Rs. 165 for contingencies were claimed for DIETs.

Table 2.3
State Plan & Budget 2002-2005 DIETs

Components	2002-03	2003-04	2004-05
	Amount in Lakhs		
Civil Works	-	-	730
Equipments & Books	-	-	199
Salary	1102	1102	1140
Programme & Activities	493	493	510
Faculty Development	29	29	30
Contingencies	159.5	159.5	165
Total	1783.5	1783.5	2774.0

Fig. 2.3 : State Plan & Budget 2002-2005 DIETs



2.5 STATE PLAN AND BUDGET (SPB) FOR THE YEARS 2002-2005 (DTER)

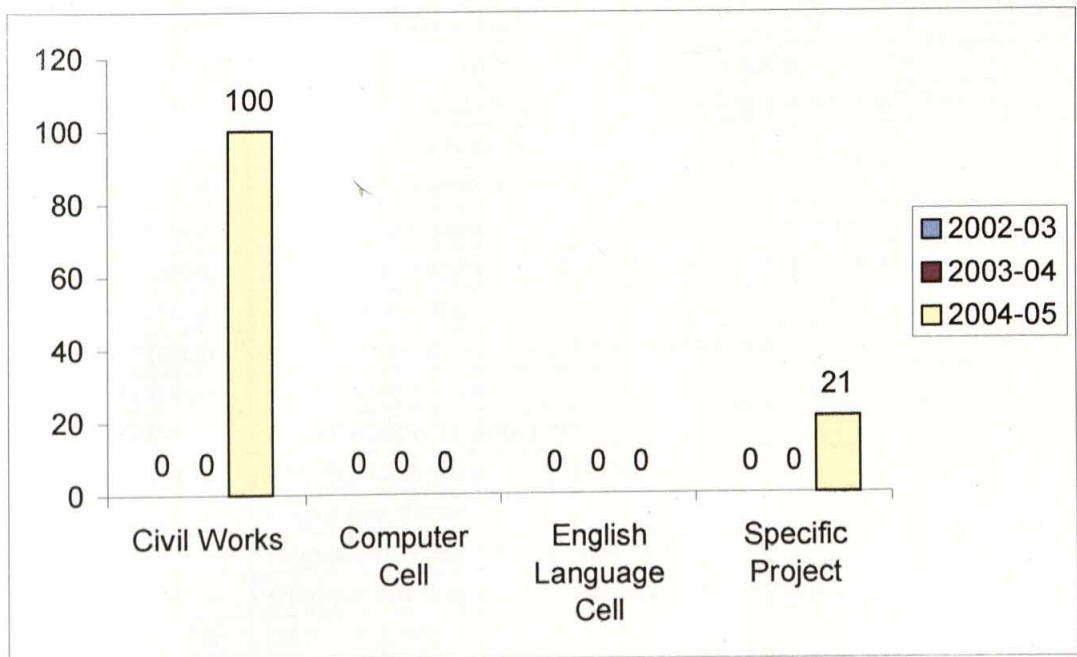
The SPB for the years 2002-05 for the DTER did not make any claims for the year 2002-03 and 2003-04. The proposals Rs. 100 lakhs for civil works and Rs. 21 lakhs for specific projects (Rs. 121 lakhs in total) were made only for the year 2004-05.

Table 2.4

State Plan & Budget for the years 2002-05 (DTER)

Component	2002-03	2003-04	2004-05
	Amount in Lakhs		
Civil Works	-	-	100
Computer Cell	-	-	-
English Language Cell	-	-	-
Specific Project	-	-	21
Total			121

Fig 2.4 : State Plan & Budget for the years 2002-05 (DTER)



2.6 REVIEW OF PROGRAMMES AND ACTIVITIES DURING 2004-05

The programmes and Activities completed during the plan year 2004-2005 are reviewed in this section.

Table 2.5

PROGRAMMES COMPLETED UNDER PA & FD

Sl. No.	Code	Title of the Programme
01.	XPA401	Module Preparation of Theme Specific Programmes
02.	XPA402	Action Research
03.	XPA403	Assessment of In-service Training
04.	XPA404	Review of Materials
05.	XPA405	District Specific Modules
06.	XPA406	Research Projects
07.	XPA407	Preparation of Modules for Extension Services
08.	XPA408	Capacity Building – Training Programme for BRC Supervisors and Teacher Educators
09.	XPA409	Theme Specific Program for BRTEs and Teachers
10.	XPA410	BRTE – Workshop on TLM
11.	XPA411	Review of Text books (6 th to 10 th Std.)
12.	XPA412	Inter DIET Seminar
13.	XPA413	Computer Training Programme
14.	XPA414	Institutional Assessment Training
15.	XPA415	Audio Visual Equipment Training
16.	XFD401	Advanced Research Methodology Training
17.	XFD402	Managerial Skills Training for Principals and DIET Faculty
18.	XFD403	Content Enrichment
19.	XFD404	Induction Training
20.	XFD405	Faculty Development : National Level Seminar
21.	XFD406	Faculty Development : Inter National Level Seminar
22.	XFD407	Other Seminars
23.	XFD408	Publication of Journals and Newsletters
24.	XFD409	Excellence Awards
25.	XFD410	Subscription to Journals
26.	XFD411	Faculty Exchange Programme
27.	XFD412	Exposure Visits
28.	XFD413	Organizing National Conferences
29.	XFD414	Orientation training on Accreditation by NAAC
30.	XFD415	Designing Web Resources
31.	XFD416	Orientation

1. THEME SPECIFIC MODULE PREPARATION (XPA 401)

Under X five year plan 15 different training programmes were held in DIETs. District level training needs assessments were carried out. After interpreting the collected responses from Head teachers, BRTEs, AEEOs and teachers, the most needy themes were shortlisted. Each DIET decided on one of the fifty themes chosen by majority of respondents. A team of dedicated DIET faculty members, in consultation with eminent educationists and academic consultants prepared theme specific modules relevant to their local setting. The prepared theme specific modules were field – tested and necessary modifications were carried out in the draft versions. In 6 cycles, 8110 teachers were given the theme specific pilot training programme.

As the themes were selected by the end users, the modules were claimed to be very useful by them. The inter-active mode of the training enabled the teacher educators to look at issues from the teachers' perspective. Of the sanctioned 29 lakhs 74.55% (i.e) 21.62 lakhs has been invested in the development of theme - specific modules. The pilot training in different parts of the state enabled teacher educators to make necessary changes and finalize the version to be used for large scale theme specific training programme for all the districts. (refer to XPA 409).

2. ACTION RESEARCH (XPA 402)

Action Research is one of the widely well-received programmes in the Annual plan activities of 2004-05. Since DIET faculty are well qualified and more experienced in doing action researches, 407 out of 470 (86%) have undertaken researches and got benefited from the programme. Realizing the importance of action research in enhancing professionalism among teacher educators and teachers the MHRD sanctioned the proposed amount of Rs. 29.75 lakhs without any

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XPA 402)

2. ACTION RESEARCH (XPA 403)

Action Research is one of the widely well-received programmes in the Annual plan activities of 2004-05. Since DIET faculty are well qualified and more experienced in doing action researches, 40% out of 470 (86%) have undertaken researches and got benefited from the programme. Realizing the importance of action research in enhancing professionalism among teacher educators and teachers the MHRD sanctioned the proposed amount of Rs. 29.75 lakhs without any

modifications. Out of Rs. 29.75 lakhs, Rs.13.94 (64%) lakhs have been spent. Though the action research programme is an on-going process in the DIETs of Tamilnadu, it was for the first time in the plan year 2004-05, the teachers were involved with the DIET faculty for doing 'collaborative action research'. Teachers have gained more insightful experience in doing classroom research. Infact, it has demystified research among the teachers. So the collaborative mode of research may be continued this year with the an enhanced financial allocations.

3. ASSESSMENT OF IN-SERVICE TRAINING PROGRAMMES (XPA 403)

Under X Five year plan, DIETs proposed to revisit the programmes conducted and find out if the impact of the programmes reveal itself in observable behavioural changes both in the teaching learning processes and the learning styles of teachers and the taught. All the DIETs got divided into five zones and each zone shouldered the responsibility of preparing and administering research tools to evaluate the quality of the training process and its impact on the education delivery at the elementary level. 14399 personnel were training in various training programmes across the state of the 29 lakhs proposed and sanctioned 22.09 lakhs have been spent (76.17%)

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The following table illustrates the detail of research work undertaken by DIETs.

ZONES AND THE DIETs

Zones	DIETs	Coordinating DIETs	Training Assessed
I	Aduthurai, Mannargudi, Pudukottai, Vadalur, Kumulur, Kilapazhur	Mananargudi	ABL
II	Kalayarkoil, Mayanur, Kurukkathi, Oddanchattaram, Vanaramutti, Manjur	Oddanchattaram	I Std English
III	Therur, Munanjipatty, Uthamapalayam, Palayampatti, T.Kallupatti	T. Kallupatti	VII Std English
IV	Triplicane, Thirur, Ranipet, Kalayampoondi, Kilpennathur, G.Ariyur	G. Ariyur	Teacher Motivation
V	Perundurai, Namakkal, Uthamacholapuram, Krishnagiri, Thirumoothynagar, Kotagiri	Krishnagiri	Remedial Teaching

ACTIVITY BASED LEARNING

On a pilot basis, ABL was launched in Chennai Corporation schools for the curriculum of Std I and II based on Rishi Valley's Self-evaluation and self-learning pattern, self-learning cards (i.e) condensed learning materials were provided to children in the place of text books. As the learning achievement of children was comparatively greater, on an experimental basis 20 schools in each district have adopted the ABL system. Training was imparted to the teachers of select schools directly by DIET resource personnel.

Teachers have given the feed back that ABL cards have great potential in enhancing the self-learning of children even in Multi Grade Schools, Std I English Orientation Training.

As and when new text books are introduced, the teachers need to be oriented to them. Earlier English was being introduced from Std III. Now the state has introduced English from Std I. It has become imperative to orient teachers to the text and teaching techniques. An

audio CD was released to popularize the gingles found in the text book. Teachers welcomed the Audio input as it eased the transaction of gingles for them. As the Std I English Module was replete with illustrations and activities, teachers expressed their view that the student – friendly activities were task – oriented and they promoted learning.

Std VII ENGLISH

A new book for Std VII English was released. Teachers of upper primary schools were trained in the content and methodology of teaching of English at VII. Teachers opined that they needed more inputs on functional Grammar and spoken English.

TEACHER MOTIVATION

Training needs assessment survey 2004-05 revealed the shocking fact that teachers lacked motivation and they wanted to enhance their own motivation to enhance quality in their teaching processes. 'Life', a NGO, was also roped in to give many strategies and games that sensitized all the participants in the need of high levels of motivation and purposefulness in moulding oneself into a thorough professional.

REMEDIAL TEACHING

To make the training programmes need based, DIET faculty members visited lab schools and observed classroom processes for a sustained period of about 2 weeks and identified gaps in the teaching learning processes. The learning disabilities, conceptual ambiguities and problem encountered in learning various concepts and themes were addressed in the training programme as a result of these training programmes. Teachers gained confidence and competence in teaching various subjects at primary and upper primary levels.

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REVIEW OF MATERIALS (XPA 404)

The quality of training programmes critically depends on the quality of training modules. So the DTERT and DIETs had proposed to conduct a review of the training materials for which Rs. 7.25 lakhs was claimed and the amount was readily sanctioned by the MHRD. The review programme was taken up at zonal level and 5 zonal coordinating DIETs along with their member DIETs were entrusted with this activity. The Training packages which were taken into consideration were the modules of VII Standard Tamil, English, Science, Social Science and Gender sensitization. The tools for these subjects concerned were prepared and canvassed on 3509 teachers. Their responses were analyzed. The findings indicate that most (80%) of the teachers felt that objectives of the modules have been realized. Sixty percent of them opined that concepts under consideration are clearly designed. What is clearly lacking is content explanation with illustration in the modules. All activities that have been included are not applicable to all types of schools covering different areas and managements. Some of the BRTes who were administered these tools felt that all the activities given in the modules could not be transacted in the training programmes. This review has provided the DIETs with quality inputs for the improvement of training packages.

5. DISTRICT SPECIFIC MODULES (CODE : XPA 405)

Under SSA, all the District level functionaries strive together to achieve the goals of SSA. Teachers who work in coastal areas, child labour – intensive areas and tribal areas face unique problem which impact the learning outcomes of children. The language used by the teachers and the tribal dialect used by tribal children differ much and hence communication suffers. Thus, the need to identify words common to both the native dialect and teacher's language and use the same in in-service training programmes becomes crucial. Preparing need specific programme for child labourers who are admitted in AIE/transit schools is indispensable.

District specific modules benefited 1555 teachers in coastal regions, child labour intensive regions and bilingual schools. The proposed and sanctioned Rs. 29 lakhs, 13.02 lakhs has been spent for the above training programmers accounting for 44.89% of the allotted expenditure. Eleven DIETs have prepared context specific modules for improving the professional ethics and instructional skills of Educational Volunteers working in NCLP / Indus child labour project schools. Four DIETs focused on addressing issues involved in teaching tribal children. Three DIETs focused on problem faced by student in coastal areas. Some DIETs concentrated on science awareness and welfare of women VEC members, some DIETs concentrated on seasonal absenteeism caused by seasonal migration. And three DIETs have taken on bilingual issues too.

The preparation of District specific modules and their optimum use during the training programmes have enhanced the social consciousness and made them sensitive to local issues that have direct influence in the learning outcome of children.

6. RESEARCH PROJECTS (CODE : XPA 406)

Directorate of Teacher Education, Research and training is the apex body responsible for designing need- based teachers manuals and organizing training for Teacher Educators and District level functionaries. In addition, DTERT is earnestly involved in conducting Research projects to find out district specific researchable issues which are detrimental to the realization of SSA goals and also suggest interventions to policy makers. The DIET faculties involved in the research projects bank on the Resource support of local university professors and academic consultants. As many as 53 Research projects have been taken up and completed in the year 2005-06. The list of research projects taken up by DTERT and DIETs is furnished below.



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DTERT – RESEARCH PROJECTS

1. Problems in Girls Schooling
2. Content analysis of DTE source book
3. Developing indicators for school effectiveness
4. Training needs assessment survey (2004-05)
5. Developing Web Resources.

DIET – RESEARCH PROJECTS

Sl. No.	DIET	Topic of Research Project
1.	Kalayarkoil	Effectiveness of Junior Grade B.Ed., Teachers in Teaching Maths
	Kalayarkoil	Enhancing the efficiency of the Teachers through operational competence of Audio Visual Equipments at upper primary level in Sivagangai District
	Kalayarkoil	Investigating the efficacy of computer training programme to BRTes
2.	Perundurai	Impact of computer assisted instruction as support system of Teachers class room instruction in Teaching Learning process at VII Standard Level
	Perundurai	Impact of teacher absenteeism on student's attendance. Retention and achievement in selected primary & upper primary schools of Erode district.
3.	Thirumoorthy Nagar	A study of the effectiveness of the functioning of BRCS in Coimbatore District
	Thirumoorthy Nagar	A study of the effectiveness of the functioning of CRCS in Coimbatore District.
4.	Ranipet	Preparation of new physics kit for upper primary school
	Ranipet	Development of module for mobile schools teaching in tribal primary school pupils in enhancing the achievement level of students in tribal schools.
	Ranipet	Preparation of new chemistry kit for primary school

5.	Kaliyampoondi	Community involvement in primary education
6.	Tirur	Identification of strategies for the problems faced by physically challenged children in schools in Thiruvallur District
7.	Chennai	A study on philosophical and value orientation among elementary school Teachers
8.	Manjur	Identifying the school related problems of physically challenged children in Ramanathapuram Education District.
	Manjur	The importance of elementary education promoting awareness to fisher men through folk songs. Puppet shows of Ramanathapuram District.
9.	T. Kallupatti	Role of Activity bank in multi-grade teaching
	T. Kallupatti	Revitalization of schools through community participation
10.	Kilpennathur	An identification of the problems in providing educational facilities of child laboureres in Tiruvannamalai District.
	Kilpennathur	Effectiveness of self learning materials in improving the skill of reading & editing among students of std III in Tiruvannamalai District.
	Kilpennathur	Effectiveness of peer group interaction on mastery level achievement in maths among the primary school children of Class V
	Kilpennathur	The influence of VEC in the organizational climate of the schools in Thiruvallur District
11.	Kothagiri	Developing an interactive computer based tutorial in science for seventh std Tamil medium children
	Kothagiri	Tribal – Specific TLMs in Science in the Nilagiri District

5.	Kaliyampundi	Community involvement in primary education
6.	Tirur	Identification of strategies for the problems faced by physically challenged children in schools in Thiruvallur District
7.	Chennai	A study on philosophical and value orientation among elementary school Teachers
8.	Marur	Identifying the school related problems of physically challenged children in Ramnathapuram Education District
	Marur	The importance of elementary education promoting awareness to fisher men through folk songs Puppet shows of Ramnathapuram District
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11.	Kothagiri	Developing an interactive computer based tutorial in science for seventh and tenth medium children
	Kothagiri	Tribal - Specific TLMs in Science in the Nilgiris District

12.	Vadalur	A study on emotional intelligence of elementary school teachers
	Vadalur	Problem of disabled children in normal school at elementary level
13.	Uthamacholapuram	Causes for the low literacy rate in Konkanapuram Block
	Uthamacholapuram	Designing and developing a manual for science experiments in upper primary schools
	Uthamacholapuram	Causes for the low literacy rate of scheduled tribe girls in yercaud taluk in Salem District
14.	Pudukkottai	Development and Validation of Software for chemistry practical at Upper primary level
	Pudukkottai	Functioning of Village Education Committees in Pudukkottai District
15.	Nagapattinam	Effectiveness of Teaching history through folk arts
16.	Munanjipatti	A study of teaching competence of teachers of English in Std V
	Munanjipatti	A study on the impact of community participation in the academic achievement of elementary school education
17.	Kanyakumari	Attainment levels of training skills of block resource teacher educators of Kanyakumar District
18.	Palayampatti	Effectiveness of village education committee related to quality management of elementary education in Aruppukottai Educational District
19.	Theroor	A study on the relationship between proficiency in aural oral skills and academic excellence
20.	Kumulr	The classroom practices in multi grade teaching and the problems faced by the elementary school teachers of Trichy District
21.	Uthamapalayam	Effective use of teaching and learning equipments for class room transactional process in selected schools in Theni District

	Uthamapalayam	Impact of the cluster resources censures in the development transactional efficiency of elementary teachers in selected schools in Theni District.
22.	Mannargudi	To reduce the drop out rate in elementary schools in Thirutharaipoondi union
	Mannargudi	Functions of block resource centers on the progress of school activities at upper primary level in mannargudi
23.	Aduthurai	The impact of inductive thinking model in enhancing achievement in Physical geography among VI std student in Kumbakonam block
24.	Krishnagiri	Impact of VEC in organization of schools activities in Krishnagiri Block
	Krishnagiri	A study of educational activities of cluster resource centres in Dharmapuri District
	Krishnagiri	Effectiveness of joyful learning. Remedial strategies in enhancing achievement level of the students in science of class V
	Krishnagiri	A study of the effectiveness on achievement in science among the students of Std V
25.	G. Ariyur	Finding the various links of Villupuram District
26.	Kilapazhuvar	A study of meta cognitive teaching strategies in maths of students studying in Std VIII
27.	Kilapazhuvar	An investigation into the problems in teaching English at the upper primary level in Prambalur District
28.	Oddanchatram	A study on effectiveness of TLM training at Primary level in Natham Block
29.	Namakkal	The role of CRCs in implementing quality elementary education in Namakkal block
30.	Mayanur	A study on learning Disabilities of primary children in Karur District.
31.	Kurukathi	Improving the learning achievement through multimedia approach in science for Upper Primary in Nagapattinam District.

PREPARATION OF MODULES FOR EXTENSION SERVICES (XPA 407)

After long deliberations with district level Teacher Educators, select DIET faculty members pooled in their ideas to prepare modules for AIE Education Volunteers.

The programme aimed at improving the Teaching Methodology of Education Volunteers employed in AIE Centers. Of the 14.5 lakhs proposed and sanctioned, 7.2 lakhs has been spent. Only 50% of the proposed amount is spent. The Educational Volunteers employed by Educational NGOs keep shifting and hence only 50% of the amount has been spent. In the current year, the newly recruited education volunteers will be trained in all the AIE centres.

The 2348 Educational Volunteers who have undergone the training opined that the modules prepared by DIETs and DTERT were quite relevant and useful to the AIE students who need to be mainstreamed in formal schools.

8. CAPACITY BUILDING TRAINING (XPA 408)

This Training programme aimed at professional development of BRC Supervisors, BRTes and CRC Coordinators and AEEO. The thrust of the training was on five important dimensions namely teaching competencies, child psychology, management of In-service training programme, Institutional planning and academic supervision and monitoring. Five Zonal coordinating DIETs were entrusted with preparation of modules on each of the five dimensions. The prepared modules were sent to all DIETs by the co-coordinating DIETs. Resource persons training programmes were conducted at Zonal Level. The Resource persons along with experts from Universities and Colleges of Education gave, in turn, training to BRC and CRC personnel and AEEO's. The proposed amount of Rs.58 lakhs was okayed by MHRD, in

total. As many as 5281 personnel were trained. Out of Rs.58 lakhs, Rs.39.28 (67.73%) lakhs was spent.

The programme has strongly impacted the participants, as is evidenced from the feed back. It has provided them the required academic, planning, and monitoring skills. They felt that an intensive training on each of the dimensions should be given. Their felt need has been taken into consideration while proposing this year plan.

9. THEME SPECIFIC PROGRAMME FOR BRTEs AND TEACHERS (XPA 408)

After the advent of SSA, most of the training programmes have been uniform in nature and state level common manuals have been prepared and teachers are being trained by BRTEs using training strategies common to all the Districts of Tamilnadu. Each District has unique problems which can not be solved by common strategies. The perceived needs of practitioners vary from District to District and hence theme specific in-service training programmes were the crying need of the hour. 14156 teachers and BRTEs have under gone the training programmes. Some of the prominent theme specific programmes were .

1. Minor Games
2. Science in every day life
3. Spoken English
4. Lab Skills
5. Maths in daily life
6. Functional English Grammar
7. Guidance and Counselling
8. Globe Reading
9. Science Teaching skills etc.,

total. As many as 5251 personnel were trained. Out of Rs. 58 lakhs, Rs. 39.28 (67.3%) lakhs was spent.

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9. Science Teaching skills etc.

As most of the themes had direct bearing on the technique and competence, teachers widely welcomed the programmes. As the training programmes focused on skill development aspects too, Block resource teacher Educators also received them with great enthusiasm. This has encouraged DTERT and DIET personnel to decentralization of the planning process, a routine thing, especially in choosing the themes relevant to the districts, developing the necessary modules and deciding the mode of transaction too. Of the allotted 58 lakhs 73.64 (i.e) 42.71 lakhs has been spent for these training programmes.

10. BRTE WORKSHOP ON TLM (XPA 410)

Teaching learning materials play a vital role in making the teaching learning process effective and attractive. They reduce the burden of the teachers and increase the level of understanding and retention of the concepts in the minds of the students. Workshop on TLM for BRTEs formed an important part of the programme of X Five year plan in the year 2004-05. It was planned to sharpen the skills of the BRTEs in preparing the Teaching learning materials and self learning materials.

The proposed 14.5 lakhs was sanctioned and out of which 11.30 lakhs was spent. In brief 77.93% of the amount sanctioned was spent for the conduct of the programme. 10 BRTEs representing the five curricular subjects from each block constituted the target group in the districts. In total, 1456 BRTEs got benefited from the programme throughout the State.

The workshop was organized in participatory and demonstration mode with the guidance of resources persons and experts. The workshop on TLM acquainted them with various techniques of making competency related Teaching Learning Materials using low cost and no cost materials and to develop the creativity and imagination in

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designing and preparing innovative teaching / self learning materials for impressive classroom transaction.

11. REVIEW OF TEXT BOOKS (XPA 411)

Our Educational system largely depends on examination which is mainly dependent on Text books which are often reviewed for its quality components. Under X Five year plan, the text books of standards V, VI, VII, IX and X have been proposed to be reviewed in the year 2004-05 it was planned to identify the learning difficulties of the students and to carry out the content analysis in curricular subjects. 29 lakhs was invested in review of the text books of various standards and it was sanctioned fully and 61.52% was utilized for the work.

The review of text books was carried out at regional level with its zonal DIETs. The validated Tools pertaining to respective text books were administered at grassroot level representing 50 Teachers at each block and responses were collected, analyzed and documented.

It is also proposed to review the text books of VIII Standard under X Five year plan of 2005-06.

12. INTER DIET SEMINAR (XPA 412)

The success of any educational programme, policy and reform depends on innovations and Research. Teacher Education and Teachers are one of the key resources in the reformation of the systems who were provided with more educational inputs, in terms of seminar projects and conferences. In these lines, the inter DIET seminars were proposed to be organized among the DIETs to provide a platform to discuss and share innovative practices and ideas tried out in the field. The proposed amount to conduct this programme was 14.5 lakhs and the amount was sanctioned fully, out of which 67.17 lakhs (9.74 lakhs) was spent.

The Inter DIET seminars were organized in 4 regions with their zonal DIETs in 2 phases. Themes which are relevant to an array of educational goals leading to quality in educational attainment such as school effectiveness, Teaching Learning processes, school effectiveness and innovative practices are tried out at the elementary level. Teacher educators and Teachers of primary education participated in the programme. Nearly 918 members of both DIET faculty and Teachers of primary education participated in the state level seminar. The seminars were organized effectively. Eminent professors of education and teacher education also did the presentations on selective themes. The participants shared the innovative practices and instructional strategies.

The ideas gained from the Inter DIET seminars enabled teachers to adopt some unique strategies to meet the educational needs of their students. Generally, department of higher education and faculty of university organize the seminars and researchers are given chances to present the papers. The teachers of primary education, BRTes, for the first time, were given opportunity to share the experiences and articles which were helpful to meet the challenges in the academic walks of their lives. The Teacher Educators in DIETs were also motivated to carryout the innovative practices.

The crux of inter DIET seminar necessitates the dissemination of experiences of teacher educators concerning the quality of elementary education. In the year of 2005-06, it is proposed to organize district and state level seminars to promote mutual exchange of ideas and innovative practices.

13. COMPUTER TRAINING PROGRAMME (XPA 413)

The department of Educational Technology in DIET has a pace setting role to develop the competence in handling computers student –

teachers and gives orientation training to Teachers in-service. So it was proposed to give an orientation in computers to the teacher educators of DIET with 14.50 lakhs. The MHRD sanctioned the proposed amount in full based on the felt needs and 51.28% of the sanctioned amount was spent by the DIETs in the state.

The computer training programme was given in every DIET itself in 5 days. An orientation to computer languages like M.S. Office, Excel, Word and Powerpoint. A private agency was engaged after a call for quotation and agreement with them. 531 Teacher educators of DIETs were benefited. The operational skills gained during the training has given all teacher educators the needed impetus to integrate technology with teaching learning process.

The same programme will be extended to orient the lecturers in html and software development to develop their electronic skills the during plan on 2005-06.

14. INSTITUTIONAL ASSESSMENT TRAINING (XPA 414)

Every head teacher needs to be conscious of the bench marks that determine the quality of the school under his/her direct control. Besides, AEEOS need to be acquainted with technique of internal and external supervision lest he / she could brief the school Heads as to how he / she could contribute to the development of quality in instructional practices and general management of human resources. Hence the institutional Assessment Training was proposed in 2004-05, to improve the competence of headmasters to monitor the internal efficiency and evaluate the performance of the institutions. The proposed amount to conduct this programme was 14.5 lakhs and the amount was sanctioned fully and Rs. 9,96,689 (ie) 68.73% was spent.

The assessment training was organized in 4 regions with their zonal DIETs in a cascade mode. In the I phase the faculty of planning and management branch (2 from each DIET) of all the DIETs in Tamilnadu were trained as Resource Persons. The themes on micro, macro and mega planning, strategies for quality improvement and management and assessment were focused. In the second phase the DIET faculty had given training to BRTEs, Supervisors, Headmasters and AEEOs. The Training helped the administrators to plan systematically. The planning aspects and Techniques of supervision and assessment of their institution for quality development and improvement enabled block level officials and school heads to be well informed leaders.

The feedback of the participants reflected the orientation training not only helped them in planning and assessment but in all aspects related to total quality development. The initial efforts paid off. The process feed back and impact in schools made DIETs add more correlates of school effectiveness and provide a comprehensive training package to administrative heads of schools and block level educational offices for enhancing their supervisory skills. So a training on 'school effectiveness' is planned to be given 2005-06.

15. AUDIO VISUAL TRAINING (XPA 415)

A good teacher should be capable of handling various educational technology equipments to make his teaching interesting and successful. It is necessary for the DIET faculties to be trained in using the audio visual equipments because they, in turn, are in a position to guide the BRTEs and teachers. Understanding the felt need of the teacher - educators on handling of audio-visual equipments, Rs. 14.5 lakhs was sanctioned as proposed in the annual plan of 2004-05. Out of the allotted amount Rs. 7.22 lakhs (49.82%) has been spent for carrying out the training programmes. 927 DIET faculties got benefited from the training programmes conducted at four zonal DIETs.

Eminent professors from the field of Educational Technology and Audio Visual Research centers interacted with the DIET faculty. From the training programme the DIET faculties received hands on experience on the use of multimedia and CAI. They have developed their competence of handling all the audio visual equipments and equipped themselves to prepare the soft ware for multimedia, computer etc., The experiences gained by the DIET faculties will help not only in their professional growth but also in guiding the BRTEs and Teachers to upgrade their teaching learning to quality elementary education. In the X five year plan for the year 2005-06, it is proposed to conduct the training on Audio visual equipment with modifications to enable the DIET faculties to orient themselves to the recent developments and latest trends in the field of educational technology.

16. ADVANCED RESEARCH METHODOLOGY (XFD 401)

The most liked programme of the plan activities by the DIET faculty is Advanced Research Methodology. The claimed amount of Rs.2.43 lakhs was sanctioned by the MHRD and 60.89% of (Rs.1.48 lakhs) was spent within the short span of time. Nearly 300 faculty members (296 to be exact) participated in the programme and got acquainted with advanced research methods like qualitative research designs and statistical techniques relevant to education. This programme was organized involving University and College Professors at the Zonal level.

The Post-test feed back from DIET faculty reveals that two days was not enough for this programme. Advanced statistics with applications through workshop mode needs to be organised. They need some exposure on the application of SPSS. Moreover they need relevant study materials along with training programme.

Their needs are partially addressed in the Annual Plan of 2005-06.

17. MANAGERIAL SKILLS TRAINING (XFD 402)

It is one of the capacity building interventions for principals and Senior Lecturers of DIETs aiming at enhancing their managerial skills including monitoring, supervision, coordinating with other departments and people (NGOs) knowledge of service rules, office procedure and accounting. The claimed amount of Rs. 2.43 lakhs was sanctioned and out of which Rs. 2.08 (85.68%) lakhs was spent. Principals of all the 29 DIETs and Senior Lecturers numbering 93 got benefited from this programme. As a result, the Principals were able to tone up the administration and implement the Annual Plan 2004-05 effectively. Being impressed, the principals and senior lecturers want this programme to be extended to all DIET faculty members. So it has been proposed in the plan of 2005-06 also.

18. CONTENT ENRICHMENT TRAINING (XFD 403)

The DIET faculties have the responsibility of addressing the academic needs of the DTE students, professional requirements of teachers and BRTEs in scholastic and non-scholastic areas. They also carry out action researches and research projects. Hence they should keep abreast of the recent developments in the field of education and academic subjects. Realizing the significance of enriching the content knowledge of DIET faculty members, MHRD sanctioned the proposed amount Rs. 2.44 lakhs as such and Rs. 1.88 (77.05%) lakhs has been spent from the amount sanctioned to execute the content enrichment programme for the DIET faculty. The programme was organized at five zonal DIETs for the five subjects. 276 DIET faculties from the DIETs got benefited from the programme. Experts from the field of academic subjects and education delivered lectures. Wide media coverage was given. The experts in the curricular areas enriched the knowledge of the DIET faculties with content clarification and recent developments in the academic subjects. The experts from the field of education oriented the

DIET faculty members to methodologies, techniques and instructional approaches for effective class room transaction. Thus the content enrichment programme enabled the academic faculty members from the DIETs to improve their content knowledge of DTE source books and their views in the field of education.

19. INDUCTION TRAINING (XFD 404)

The invasion of Globalization, privatization and industrialization has compelled every nation and society to introduce reforms in their service sectors – so that its citizens could lead a healthy life. Educational sector is no more an exception. The teacher trainees who are going to tune the future student's society should have acquired all the inputs before teaching students in the teacher training institutes. In order to provide all the needed scholastic and non scholastic it is essential to have reflective teacher educators.

Teachers educators should train the trainees in such a way that it would fulfill all their professional dreams when they takeup the profession. Advancement in knowledge and technology often makes professional competencies obsolete, no matter how good the knowledge and training received before entry into a profession is. Unless the teacher educator updates his/her own knowledge of emerging trends in teacher education, his/her efforts will yield any desired output. Hence to equip the teacher educators, through induction training to DIET faculty is inevitable.

A provision for induction training to DIET faculty who were recruited during 2000 was made in the X Five Year plan for Teacher Education 2004-2005, Rs. 0.78 lakhs was claimed for this programme. The MHRD approved the claim out of the sanctioned amount Rs. 0.59 lakhs (75.64%) was utilized. This training focused on five salient features. Teaching competency, continuous comprehensive and

competency based Evaluation, Minimum levels of learning, organizing in-service training programme and Research Techniques.

58 faculty members distributed over 29 DIETs participated in the Induction training. After attending the training programme, the new entrants of teacher education system have gained the skill adoption of joyful teaching & CCCE, organizing in-service training programme and doing research.

20. NATIONAL LEVEL SEMINAR (XFD 405)

21. INTERNATIONAL LEVEL SEMINAR (XFD 406)

22. OTHER SEMINARS (XFD 407)

Seminar is a power platform for sharing innovative ideas and practices and research activities among researches, academics and practitioners in education field. To promote research climate in DIETs and orient the DIET faculty on the latest trends by exposing them to seminars held at National and International levels, proposals were made for Rs. 1.94 lakhs for National Level, Rs. 1.28 lakhs for International level and Rs. 2.20 lakhs for other seminars and all the claimed amounts were sanctioned by the MHRD, But only 14 participants at the National level and another 14 participants at the International level got benefited. Only 11 faculty members participated in other seminars.

The lesser number of participation by faculty members and less expenditure on these heads are due to shortage of time and increased number of training activities the faculty members had to organize in their respective DIETs.

DIET faculty members who participated in the seminars feel that such programmes should be continued in the ensuing plan years to encourage greater number of participation at all levels of seminars.

23. PUBLICATION OF JOURNALS AND NEWSPAPERS (XFD 408)

DIET is a capacity building institute where teachers and teacher educators can have easy access to the journals and books for developing their professional competency. Faculty members are experimenting with new teaching practices in schools. They are conducting umpteen number of programmes and activities. These innovative practices programmes and activities are to be disseminated among teachers and to other DIET faculty members. They publish news letters periodically.

The DTERT, as the state apex body, intended to publish a journal for sharing of research ideas as DIET faculty members have taken up more than 50 research projects at the state level, along with other research – related innovative teachers. So an amount of Rs. 1.60 lakh was claimed and sanctioned. About 54.37% of the amount has been spent for News Letters. For the publication of journal, the DTERT has initiated the process. In the plan year 2005-06 also, proposal has been made for publication of News Letters.

24. EXCELLENCE AWARDS (XFD 401)

DTERT proposed to find out outstanding DIET faculty members who contribute substantially to their respective branch, research and extension services. Documenting and disseminating exemplary case studies of exceptional teacher, educators would motivate fellow teacher – educators across the state to enhance their own professionalism.

Rs. 2900/- was proposed and allotted which was spent in all. Since such a meagre amount is not sufficient to multiply case studies in large numbers, a larger allocation of funds is necessary. A self appraisal format was circulated to all the DIET faculty members. A two member committee, headed by Principal of the respective DIET, scrutinized the

nominations and evaluated them. DIET, Manjur collected the nominations and ranked them. Top 12 ranked candidates were instructed to submit documents supporting their claim for the honour. After closely examining their credentials, the following members have been short listed for award. 1. Mr. Selvam, DIET, Perundurai, 2. Mr. William Dharmaraja, DIET, Vanaramutti and 3. Mr. Panneer Selvam, DIET, Perundurai.

In 2005-06, it is planned to promote excellence award for institutional excellence to promote healthy competition between DIETs and co-operative spirit among DIET faculty members within every DIET.

In 2004-05, detailed self-evaluation has enhanced the teacher – educators' awareness. Now, there is a sprit of creativity among teacher educators which is manifest in the form of concept papers and experimental research studies in national and international conferences.

25. SUBSCRIPTION TO JOURNALS (XFD 410)

DIETs are District level centres of excellence which provide support to DIET faculty members, Teacher- educators of TTIs, BRTEs and practising primary and upper primary schools. Today we live in a knowledge society and are in need of updating our knowledge everyday. The explosion of knowledge is so much that teachers and trainers, if get chained by text book, would do injustice to their students and to themselves.

Hence it was proposed to enrich every DIET with Research and Educational journals to the tune of 20,000/-. Of the proposed and sanctioned amount of Rs.5.8 lakhs 4.7 lakhs (i.,e) 81% has been spent. This shows the DIETs' readiness to subscribe and enhance the professionalism of all the stake holders of education. To sustain the

enrichment of DIET library and professionalism of DIETs and schools Rupees 5.8 lakhs has been proposed this year also.

26. FACULTY EXCHANGE PROGRAMME (XFD 411)

DIETs are strongly supported by seven branches which are involved in multifarious activities catering to the educational needs in their respective districts. There are some DIETs where particular branches are performing well. The excellent performance of these branches should serve as role models for other DIETs to emulate. DIET faculty may be encouraged to visit other DIETs and learn from them for improving the functions of their branches in their own DIET. So a provision was made by proposing an amount of Rs. 4.35 lakhs and got it sanctioned. Only Rs. 44,000 were spent in this component. The high performing branches were identified by profiling seven branches of all the 29 DIETs and documented for reference by faculty members. The spade work is over. Resource support is now mutually possible among DIETs.

27. EXPOSURE VISIT (XFD 412)

The Professional Quality of teacher - educators determines the quality as the training of teachers, both Pre-service and in-service. Teacher Educators have to be conversant with the school realities, social environment and community expectations to realistically perform the challenging tasks, aiming at improving quality in the school system. In the context of Universalization of Elementary Education, Teacher educators need a deeper understanding of the issues pertaining to access, participation and attainment both special local specific broader and holistic problems. To build teacher educators capacity as problem solver, the emerging problems and issues in the era of modern information and communication technology, an innovative programme providing appropriate learning experience to the teacher educators, namely Exposure Visit was planned for the year 2004-05 in X Five Year

Plan for Teacher Education was claimed and of the sanctioned amount Rs. 0.29 lakhs Rs. 0.28 lakhs was spent which forms 96.55 % of the allotment. This year also a demand has been made for Rs. 4.35 lakhs

28. ORGANISING NATIONAL CONFERENCES (XFD 401)

One of the faculty development initiatives proposed in the plan 2004-05 was organizing National conferences. Conferences provide scope for wider dissemination of ideas and interaction with national level researchers by DIET faculty. So, it was proposed to organize National Conference and it was included in plan 2004-05. Though the amount Rs. 2.00 lakhs was sanctioned, the programme could not be conducted due to shortage of time. In the place of conference. National Seminars are planned for the year 2005-06.

29. ACCREDITATION BY NAAC (XFD 414)

An institution is said to be quality – conscious when it is certified by National or Inter National agencies in the age of globalization. NAAC gives accreditation to institutions of higher learning. Since DIETs are district level academic institutions, they should strive for accreditation by NAAC. As a first step, a proposal was made to organize an orientation programme on Accreditation by NAAC and the amount to the tune of Rs. 20,300 was sanctioned to DIETs. Steps have been initiated to organize the programme, though belated.

30. WEB RESOURCES (XFD 415)

DIET is a district nodal resource institution striving for the quality elementary education. The traditional method of information – seeking in Education in general and classroom in particular is slowly being replaced by web-based resources. The web-based learning helps teacher educators and teachers to update their knowledge and transactional strategies. Since DIETs organize various training programmes and activities across the state, they can create their own

website to post all their activities and update them regularly. Realizing the importance of web resources, it was proposed to create website in all DIETs with the claim of Rs. 40,600 and the claim was sanctioned. The amount of Rs. 26,413 was spent towards this programme. Today more than 15 DIETs have created their websites, thanks to the sanction made in the plan 2004-05 towards this component. The remaining DIETs are in the process of completing the Web creation. In the plan year 2005-06 an enhanced allocation is proposed to promote web based learning in elementary teacher education.

31. TELE CONFERENCING (XFD 416)

In developing countries, education can not be reached to all through the formal school alone. Distance education is gaining currency. The knowledge society we live in demands quality in all the service sectors including Education. To make available the services of the best subject experts to all students and teachers tele mode is increasingly adopted in country wide satellite class rooms.

Technological advancements of the society assist the instructional leaders and Trainers in delivering training in various modes. One of them is teleconferencing strategy in enhancing the quality of education. The proposed amount to conduct this programme was rupees 81,200 and the amount was sanctioned by MHRD as proposed. 93.83% percent of the amount was spent.

The teleconferencing training was organized with the resource support of EM²RC, Anna University at Chennai. The comprehensive feature on of Teleconferencing was delivered by the Director of Anna University. The constructs of the teleconferencing was focused with video show and demo by the experts of EM²RC. Nearly 60 participants including principals and senior lecturers got benefited from this training. They shall, inturn, turn fellow teacher – educators tech-savvy and promote webinars, net conferencing and teleconferencing in future.

2.7 About 48 faculty members working in 29 DIETs made the exposure visits to the following institutions /organizations:

Ramakrishna Vidhyalaya college of Education Physically Handicapped center, coimbatore, anna Planetarium(Science & Technology), Tiruchirapalli, Birla Planetarium(Science and Technolgy, SCERT, Andra Pradesh, Kerala, DSERT,Karnata, RIE, Mysore , DIETs of Karnataka,Kerala and Andra Pradeshs, Arsavanagkadu, Tiruvarur and new creation Schools in Pondicherry.

For this programme, during 2004-05, Rs.29 lakhs was claimed and the same was approved and sanctioned by MHRD. More or less the entire amount (97.9%) has been utilized to execute this novel programme.

From the feed back it is observed that the teacher educators have developed an insight into the recent issues like providing quality education through teaching and research. Teacher Educators, after interacting with experts in the field have gained confidence, to some extent, to address their academic issues using their own resources.

2.7 REVIEW OF PLANNED ALLOCATION FOR THE YEAR 2004-05 (DIETs & DTERT)

The DTERT and DIETs in Tamilnadu organized various programmes and activities for teacher educators and teachers, thanks to the allocation of funds made for the year 2004-05 by the Government of India and Govt. of Tamilnadu. These interventions aimed at their professional development through various inputs namely equipment & Books, salary programmes activity, faculty development and eminencies.

The proposals made for DIETs on Six different components were as follows : Rs. 730 lakhs for civil works, Rs. 199 lakhs for equipments & Books, Rs. 1140 lakhs for salary Rs. 510 lakhs for programmes and Activities, Rs. 30.0 lakhs for faculty development and Rs. 165 lakhs for contingencies. Altogether Rs. 2774 lakhs was claimed doing 2004-05 for all the 29 DIETs. The demand for civil works was not accepted. Only Rs.116.0 lakhs was released for Books and Equipments. All the released amount was made use of. Rs. 1007 lakhs was sanctioned for salary against the demand of Rs. 1140 lakhs. The amount spent on salary component exceeded by 29.71 lakhs, which is due from Govt. of India Rs.245.42 lakhs was spent out of sanctioned amount of Rs. 493.0 lakhs towards conducting in-service training programmes. Rs. 29 lakhs was sanctioned for activities for the faculty development programme of which 14.08 was spent on organizing seminars and training programmes on Research Methodology and Managerial skills etc., on the contingencies, the sanctioned amount was Rs. 159.5 lakhs, of which 40.35 lakhs was utilized altogether. Rs. 1804.5 lakhs was sanctioned against the proposal amount of Rs. 2774 lakhs and Rs.1458.07 was spent within a short period of the plan year.

As per proposals made for the DTERT for its developmental activities only the amount Rs. 21 lakhs was demanded for specific projects but only 50 per cent of the claim ie., 10.5 lakhs was sanctioned and the amount was totally spent. The claim of Rs. 100 lakhs was not sanctioned doing the 2004-05.

Thus the total amount proposed for both for the DIETS and the DTERT was Rs. 2895.5 lakhs but only Rs. 1815 lakhs was released out of which Rs. 1468.57 lakhs was spent and the due from Government of India on salary is Rs. 29.71 lakhs. In other words, 82 percent of the sanctioned amount was utilized for the developmental activities of DIETs and the DTERT within a relatively short span of the plan period. Altogether 46,368 people including DTERT and DIET faculties, BRTEs, AEEOs, Teachers and AIE volunteers got benefited from the programmes and activities conducted during the plan year 2004-2005.

Table 2.6

**ITEM WISE EXPENDITURE STATEMENT OF PLANNED ALLOCATION
FOR THE YEAR 2004-05.**

Sl. No	Code	Name of the Programme	Beneficiaries	Samples	Amount Proposed in Lakhs	Amount Sanctioned in Lakhs	Amount Spent in Lakhs	Amount Spent in %
PROGRAMMES AND ACTIVITIES								
01.	XPA401	Module Preparation of Theme Specific Programmes	8,110		30.00	29.00	22.62	78.00
02.	XPA402	Action Research	407		22.50	21.75	13.94	64.09
03.	XPA403	Assessment of In-service Training	-	14,399	30.00	29.00	23.09	79.60
04.	XPA404	Review of Materials	-	3,509	7.50	7.25	5.10	70.34
05.	XPA405	District Specific Modules	1,555		30.00	29.00	14.02	48.34
06.	XPA406	Research Projects	53		150.00	145.00	16.89	11.64
07.	XPA407	Preparation of Modules for Extension Services	2,348		15.00	14.50	8.27	59.07
08.	XPA408	Capacity Building – Training Programme for BRC Supervisors and Teacher Educators	5,281		60.00	58.00	39.28	67.73
09.	XPA409	Theme Specific Program for BRTEs and Teachers	14,156		60.00	58.00	44.71	77.08
10.	XPA410	BRTE – Workshop on TLM	1,456		15.00	14.50	11.30	77.93

11.	XPA411	Review of Text books (6 th to 10 th Std.)	-	16043	30.00	29.00	19.84	68.41
12.	XPA412	Inter DIET Seminar	918		15.00	14.50	9.74	67.17
13.	XPA413	Computer Training Programme	470		15.00	14.50	8.44	58.20
14.	XPA414	Institutional Assessment Training	1,452		15.00	14.50	11.34	78.20
15.	XPA415	Audio Visual Equipment Training	927		15.00	14.50	7.22	49.80
Total			37,133	33951	510.00	493.00	255.80	51.89
FACULTY DEVELOPMENT								
16.	XFD401	Advanced Research Methodology Training	294		2.52	2.44	1.68	69.00
17.	XFD402	Managerial Skills Training for Principals and DIET Faculty	93		2.52	2.44	2.29	94.00
18.	XFD403	Content Enrichment	276		2.52	2.44	2.08	85.00
19.	XFD404	Induction Training	51		0.81	0.78	0.59	75.64
20.	XFD405	Faculty Development : National Level Seminar	14		2.01	1.94	0.07	3.61
21.	XFD406	Faculty Development : Inter National Level Seminar	14		1.32	1.28	0.15	11.72
22.	XFD407	Other Seminars	11		2.28	2.20	0.16	7.27
23.	XFD408	Publication of Journals and Newsletters	470		1.65	1.60	1.07	67.00
24.	XFD409	Excellence Awards	470		0.03	0.29	0.03	100.00
25.	XFD410	Subscription to Journals	470		6.00	5.80	4.70	81.03
26.	XFD411	Faculty Exchange Programme	470		4.50	4.35	0.64	14.70
27.	XFD412	Exposure Visits	48		.30	0.29	0.28	96.55
28.	XFD413	Organizing National Conferences	-		2.07	2.00	0.51	25.50
29.	XFD414	Orientation training on Accreditation by NAAC	-		0.21	0.20	0.19	95.00
30.	XFD415	Designing Web Resources	470		0.42	0.40	0.26	65.00
31.	XFD416	Tele-conferencing strategy	58		0.84	0.81	0.76	93.83
Total			3209		30.00	29.00	15.46	53.31
CONTINGENCIES								
32.	CL	Maintenance	470		4.50	4.35	3.95	87.77
33.	CL	Stationery	470		4.50	4.35	4.31	99.00

34.	CL	Consumables	470		3.00	2.90	1.59	54.80
35.	CL	ISP/BSNL	470		3.00	2.90	0.83	28.60
36.	OC	Electricity	470		86.40	83.52	12.09	14.47
37.	OC	Telephone	470		36.00	34.80	5.29	15.20
38.	OC	Hiring of Vehicles	470		1.80	1.74	1.16	64.44
39.	OC	Rent & Taxes	470		4.50	4.35	0.49	10.89
40.	OC	Stationery & Forms	470		3.30	3.19	3.00	90.90
41.	OC	Contingent Staff	470		18.00	17.40	1.39	7.72
		Total	4700		165.00	159.50	34.10	21.37
		Equipments & Books	840		58.00	116.00	116.00	100.00
		Salary	470		1140.00	1007.00	1036.71	100.00
		Civil Works	-		730.00	-	-	-
		Grand Total	46352	33951	2774.00	1804.50	1458.07	80.82

TABLE 2.7

**ABSTRACT OF ITEM WISE EXPENDITURE STATEMENT OF PLANNED
ALLOCATION FOR THE YEAR 2004-05.**

Sl. No.	Name of the Programme	Beneficiaries	Sample	Amount Proposed in Lakhs	Amount Sanctioned in Lakhs	Amount Spent in Lakhs	Amount Spent in %
1	Programme & Activities	37133	33951	510.00	493.00	255.80	51.88
2	Faculty Development	3209		30.00	29.00	15.46	53.31
3	Contingencies	4700		165.00	159.50	34.10	21.44
4	Equipments & Books	840		199.00	116.00	116.00	100.00
5	Salary	470		1140.00	1007.00	1036.71	100.00
6	Civil Work			730.00	--	--	--
7	Grand Total	46352	33951	2774.00	1804.50	1458.07	80.82

TABLE 2.8

COMPONENT WISE EXPENDITURE STATEMENT OF PLANNED ALLOCATION FOR THE YEAR 2004-05.

	Component	Proposed Amount in Lakhs	Sanctioned Amount in Lakhs	Amount Spent	Due from Govt. of India
DIET	Civil Works	730.0	-	-	-
	Equipment & Books	199.0	116.0	116.0	-
	Salary	1140.0	1007.0	1036.71	29.71
	Programme & Activities	510.0	493.0	255.80	-
	Faculty Development	30.0	29.0	15.46	-
	Contingencies	165.0	159.5	34.10	-
	Total	2774.0	1804.5	1458.07	
DTER	Civil Works	100.0	-	-	-
	Computer Cell	-	-	-	-
	English Language	-	-	-	-
	Specific Projects	21.0	10.5	10.5	-
	Total	121.0	10.5	10.5	-
	Total	2895.5	1815.0	1468.57	29.71

TABLE 2.9
ABSTRACT OF AMOUNT PROPOSED – SANCTIONED AND SPENT
DURING 2004-05

Rs. In Lakhs

	No. of Beneficiaries	2004-05 Proposed	2004-05 sanctioned	2004-05 Spent	Due from Go I	Amount Spent in %	2005-06 Claimed
DIETs	46352	2774.0	1804.5	1458.07	29.71	80.82	2325.5
DTERTs	16	121.5	10.5	10.5		100.00	135.1
Total	46368	2895.5	1825.5	1468.57	29.71	80.45	2460.6

Fig A : 2.5 COMPONENT WISE EXPENDITURE STATEMENT OF PLANNED ALLOCATION (DIETs)

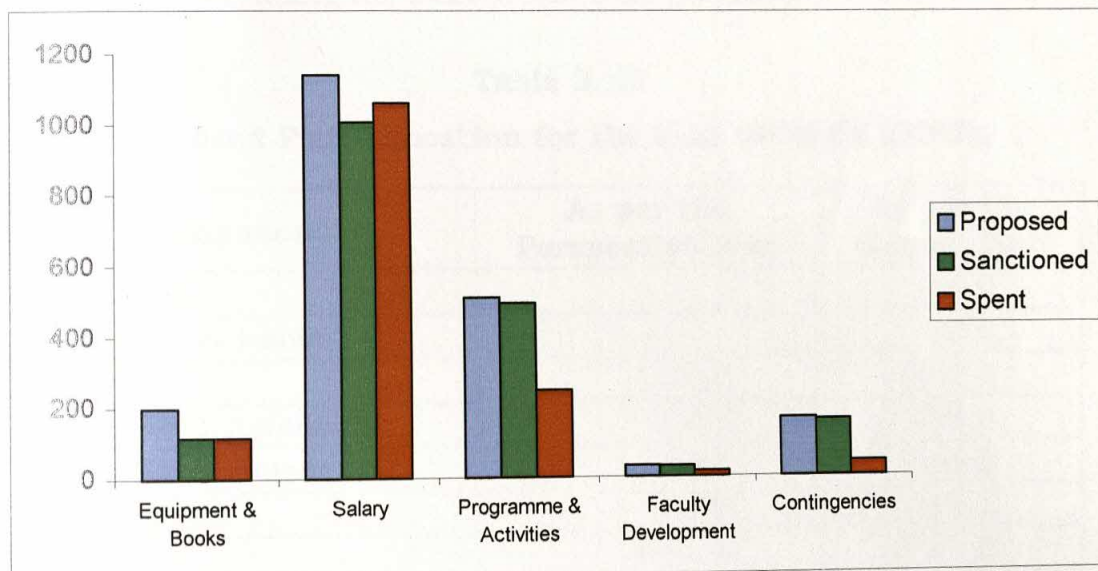
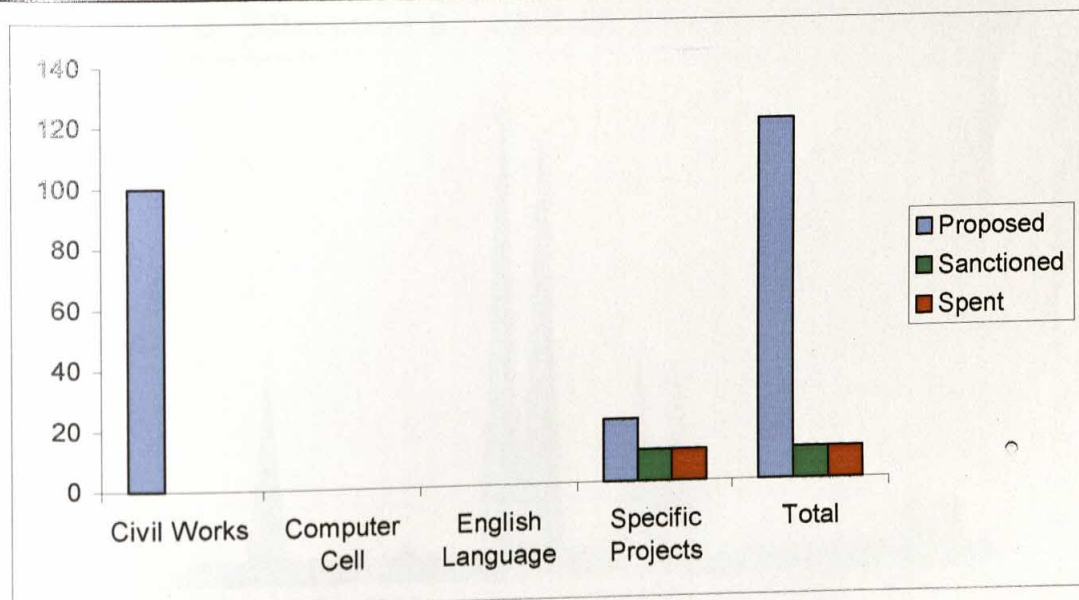


Fig B : 2.5 COMPONENT WISE EXPENDITURE STATEMENT OF PLANNED ALLOCATION (DTERT)



2.8 PROPOSED PLAN ALLOCATION FOR THE YEAR 2005-06 (DIETs)

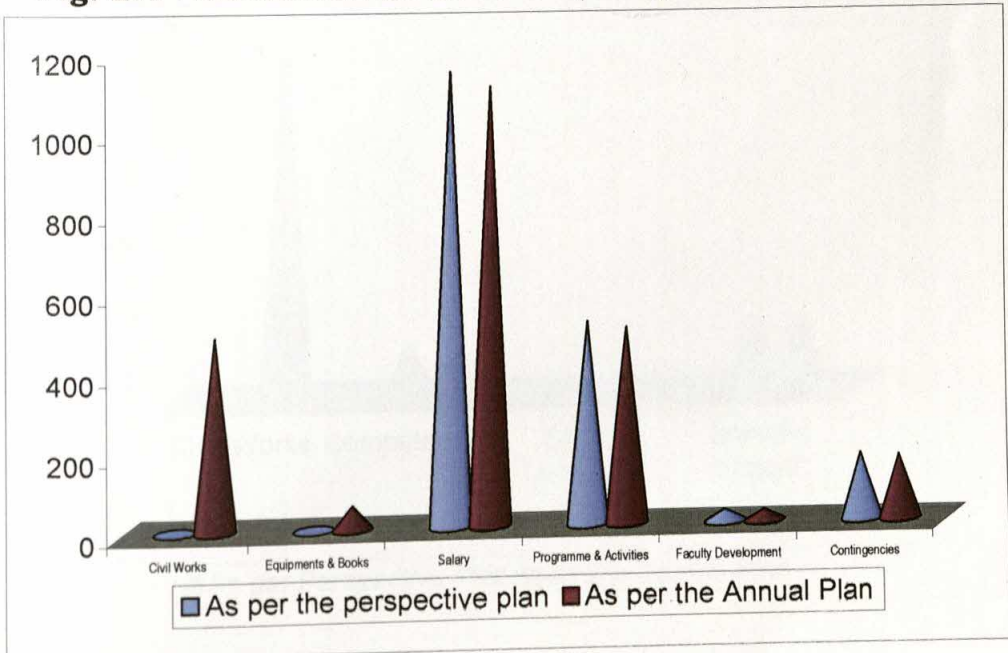
In the proposed plan Allocation for the year 2005-06 (DIETs) as per perspective plan, Rs. 1140 lakhs for salary, Rs. 510 for programme & Activities, Rs. 30 lakhs for faculty development, Rs.165 lakhs for contingencies, totaling Rs. 1845 lakhs, were claimed. In this Annual plan of 2005-06, Rs. 484 lakhs for civil works, Rs. 58 lakhs for equipments & books, Rs. 1102 lakhs for salary, Rs. 493 for programmes & Activities Rs. 29 lakhs for faculty development, Rs.159.5 lakhs for contingencies totaling Rs. 2325.5 lakhs are proposed.

Table 2.10

Proposed Plan Allocation for the Year 2005-06 (DIETs)

Component	As per the Perspective Plan	As per the Annual Plan
Civil Works	-	484.0
Equipments & Books	-	58.0
Salary	1140.0	1102.0
Programme & Activities	510.0	493.0
Faculty Development	30.0	29.0
Contingencies	165.0	159.5
Total	1845.0	2325.5

Fig. 2.6 : Allocation for 2005-06 (Perspective and Annual)



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TABLE I

Summary of the ...

Year	
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1903	...
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1905	...
1906	...
1907	...
1908	...
1909	...
1910	...

or ... of the ...



Figure 1: ...

Source: ...

2.9 PROPOSED PLAN ALLOCATION FOR THE YEAR 2005-06 (DTERT)

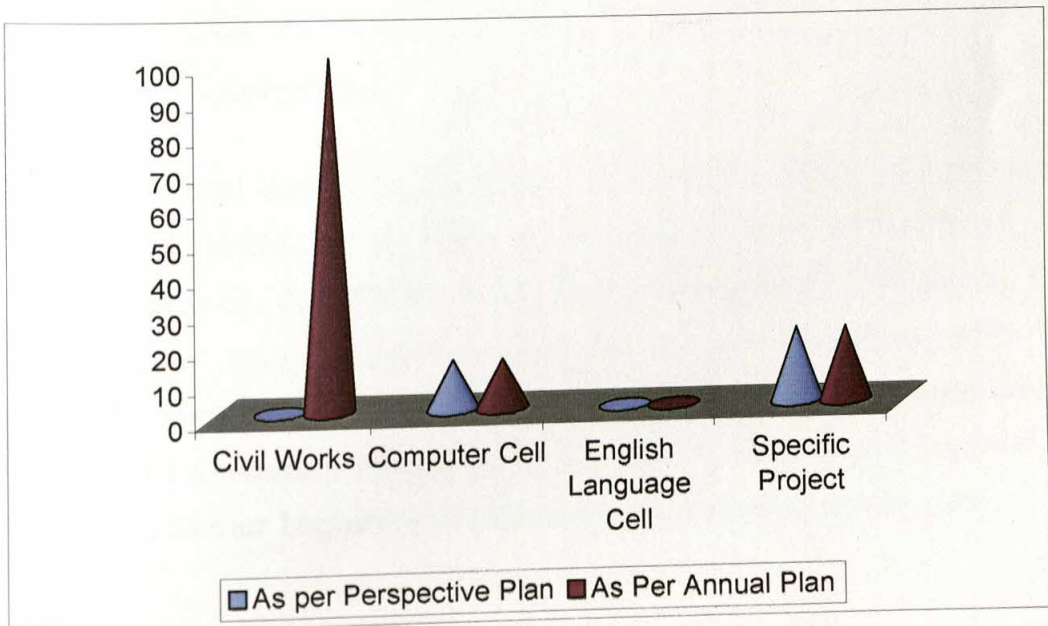
In the proposed plan allocation for the DTERT during the plan year (2005-06) as per the perspective plan Rs. 14.1 lakhs for computer cell and Rs. 21 Lakhs for specific projects were proposed. In the annual plan of 2005-06 for the DTERT, Rs. 100 lakhs for civil works, Rs. 14.1 lakhs for Computer Cell and Rs. 21 lakhs for specific projects, totaling Rs. 135.1 lakhs are calimed.

Table 2.11

Proposed Plan Allocation for the Year 2005-06

Component	As per the Perspective Plan	As per the Annual Plan
Amount in Lakhs		
Civil Works	-	100
Computer Cell	14.1	14.1
English Language Cell	-	-
Specific Projects	21.0	21.0
Total	35.1	135.1

Fig. 2.7 : Proposed Plan Allocation 2005-06



CHAPTER III

PLANNING PROCESS

STATE PLAN – 2005-2006

3.1 Introduction:

The nation is striving towards the ultimate goal of 'Quality Education for All'. The recently launched Sarva Shiksha Abhiyan programme envisages achieving the goal of universal Elementary Education by 2010. To operationalise this Scheme, considerable amount of educational inputs in terms of Quality Training Programmes, activities, induction of newly recruited teachers are required. In designing activities towards the realization of the national goal, orientation involvement and commitment of all the Stake holders involved in the system play a vital role. It becomes highly essential to make the entire network of system more functional, productive and qualitative. In this regard, as a focused measure, a comprehensive plan of action is a need of the hour towards the realisation of the goals of SSA.

3.2 Pre-plan Activities

The actual pre-planning phase commenced with the workshop convened by MHRD, New Delhi in January 2004. Adhering to the MHRD guidelines, the DTERT conducted a consultative meeting for the preparation of state perspective plan for teacher education, with the committee comprising educationists, State level Education Department heads, Joint Directors, Principals of 29 DIETS, Assistant Professors of DTERT and Senior Lecturers of planning and Management branch.

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The State is striving towards the ultimate goal of 'Quality Education for All'. The recently launched Sarva Shiksha Abhiyan envisages achieving the goal of universal Elementary Education by 2010. To operationalise this Scheme, considerable amount of additional inputs in terms of Quality Training Programmes, active participation of newly recruited teachers are required. In design of activities towards the realisation of the national goal, orientation, involvement and commitment of all the Stake holders involved in the system play a vital role. It becomes highly essential to make a network of system more functional, productive and quality oriented. In this regard, as a focused measure, a comprehensive plan of action is required of the hour towards the realisation of the goals of SSA.

3.2 Planning Activities

The pre-planning phase commenced with the workshop convened by MHRD, New Delhi in January 2004. Adhering to the MHRD guidelines, the DTERT conducted a consultative meeting for the preparation of state perspective plan for teacher education, with the commitment of comprising educationalists, State level Education Department heads, District Directors, Principals of 29 DIETs, Assistant Professors of DTERT and Senior Lecturers of planning and Management branch.

3.3. Plan of State Level Activities

3.3.1 Progress review cum planning workshop

The DTERT organised a progress review cum planning workshop for 2 days with Principals of 29 DIETs and Senior Lecturers to review the performance of DIET for the activities carried out under X plan in 2004-05. A plan of Activities for 2005-06 was also discussed in detail to develop a draft proposal, with a guidance of eminent Professors in education at Madurai on 19.07.05 and 20.07.05. A plan of modalities to evolve various programmes and activities was discussed.

3.3.2 Training Needs Assessment Survey

The DTERT conducted a state level project on the Training Needs of Academic and Administrative Functionaries in Elementary Education in Tamil Nadu for designing the training programmes and activities during the year 2005-06. Three Tools were prepared for assessing the training requirements of DIET faculty, AEEOs' and Headmasters of Primary Schools. The sample covered all the 29 DIET faculty (475) members, 87 AEEOs, three from each district and 580 Head masters of Primary/Middle schools, 20 from each district. Altogether, a total of 11242 personnel were involved in the survey. The following topics are prioritized by the respondents.

Programmes identified by teacher - educators

1. Training on Multimedia
2. EDUSAT Programme, preparation and coordination Training
3. Training on Psychology experiments
4. Training on the latest trends in text book writing
5. Training on strategies to introduce ICT at Upper Primary and High School
6. Promoting Psychological Research Studies
7. Training on environmental education and value education

8. Guidance and Counseling
9. Personality Development
10. Stress Management
11. Training on Developing Teacher attitude and aptitude
12. Designing working models in Science and Social Science
13. Training on preparation of Self-institutional package
14. Training on Managerial Skills.

Programmes identified by BRTES

1. Computer Aided Learning
2. Administrative skills Training for Teacher Educators
3. Skill development in linkages with other departments
4. Handling of TLE
5. Vocational Training for Boys and Girls
6. Child Psychology Refresher Course for Educational Volunteers of AIE and EGS Centres.
7. Training on hardspots in English, Tamil, Math, Social Science and Science
8. Improving CRC activities
9. Evaluation Techniques
10. Management Training for Heads of Residential Schools
11. Maintenance of VER
12. Assessing the Impact of Training on Class room processes

Programmes identified by AEEOs

1. Handling of Computers
2. Maintenance of Registers
3. Office Procedures
4. Training on Dealing with courts
5. Treasury Codes
6. General administrative Management
7. Educational Research Activities.

8. Distance and Counseling
9. Faculty Development
10. Quality Management
11. Training in Developing Teacher attitudes and aptitudes
12. Learning working models in Science and Social Science
13. Self-learning preparation of Self-institutional package
14. Training in Managerial Skills

Programs Identified by BRTR

1. Distance Aided Learning
2. Innovative skills Training for Teacher Educators
3. Development in linkages with other departments
4. Distance TLE
5. Vocational Training for Boys and Girls
6. Quality Technology Refresher Course for Technical Volunteers of AIB and
7. Training in handbooks in English, Tamil, Malay, Social Science and Science
8. Training in NC activities
9. Distance Techniques
10. Training in Training for Heads of Residential Schools
11. Training in VET
12. Training in the Impact of Training on Class room processes

Programs Identified by AERO

1. Training of Computers
2. Training of Revision
3. Distance Procedures
4. Training on Dealing with courts
5. Training Codes
6. General administrative Management
7. Educational Research Activities

3.3.3 REVIEW WORKSHOPS

The DTERT organized a planning review workshop for 2 days in the conference hall of DPEP on 01.08.05 to 02.08.05 to review the plan of action for 2005-06 discussed in the previous meeting. Some new areas of training needs were identified.

The second review Workshop was organized by the DTERT for all the principals of DIET on 03.09.05 where the activities for faculty development was discussed to design the plan of Action for 2005-06.

In the third review workshop conducted by the DTERT for the Principals on 10.09.05, the amount to be incurred towards the contingencies was decided to draw the plan of Activities.

WORKSHOP ON STATE PERSPECTIVE PLAN

Sl. No.	Workshop	Venue	Date	Area Discussed
1	Planning Workshop	St. Theresa TTI, Madurai	2 days 19.07.05 to 20.07.05	Modalities to derive a plan
2	Planning Review Workshop	DPEP Conference Hall, Chennai.	2 days 01.08.05 to 02.08.05	Programme and Activities
3	Review Workshop II		1 day 03.09.05	The Activities for faculty Development
4	Review Workshop III		1 day 10.09.05	Plan for contingent expenditure
5	Consolidation Workshop	DIET, Kalaiyarkoil	8 days 12.09.05 to 19.09.05	Draft Proposal for state annual plan and budget for 2005-06

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4	Review Workshop III		1 day 10.09.05	Plan for contingent expenditure
5	Consolidation Workshop	DIET, Kalsiyarkoil	8 days 12.09.05 to 19.09.05	Draft Proposal for state annual plan and budget for 2002-06

3.4 PLAN OF DISTRICT LEVEL ACTIVITIES

A centralized plan of DTERT alone will not be helpful in identifying thrust areas and needs of training at the Block level. So views, opinions and concern of beneficiaries and implementers were taken into consideration in the formulation of the programme of Action.

3.5 CONSOLIDATION WORKSHOP

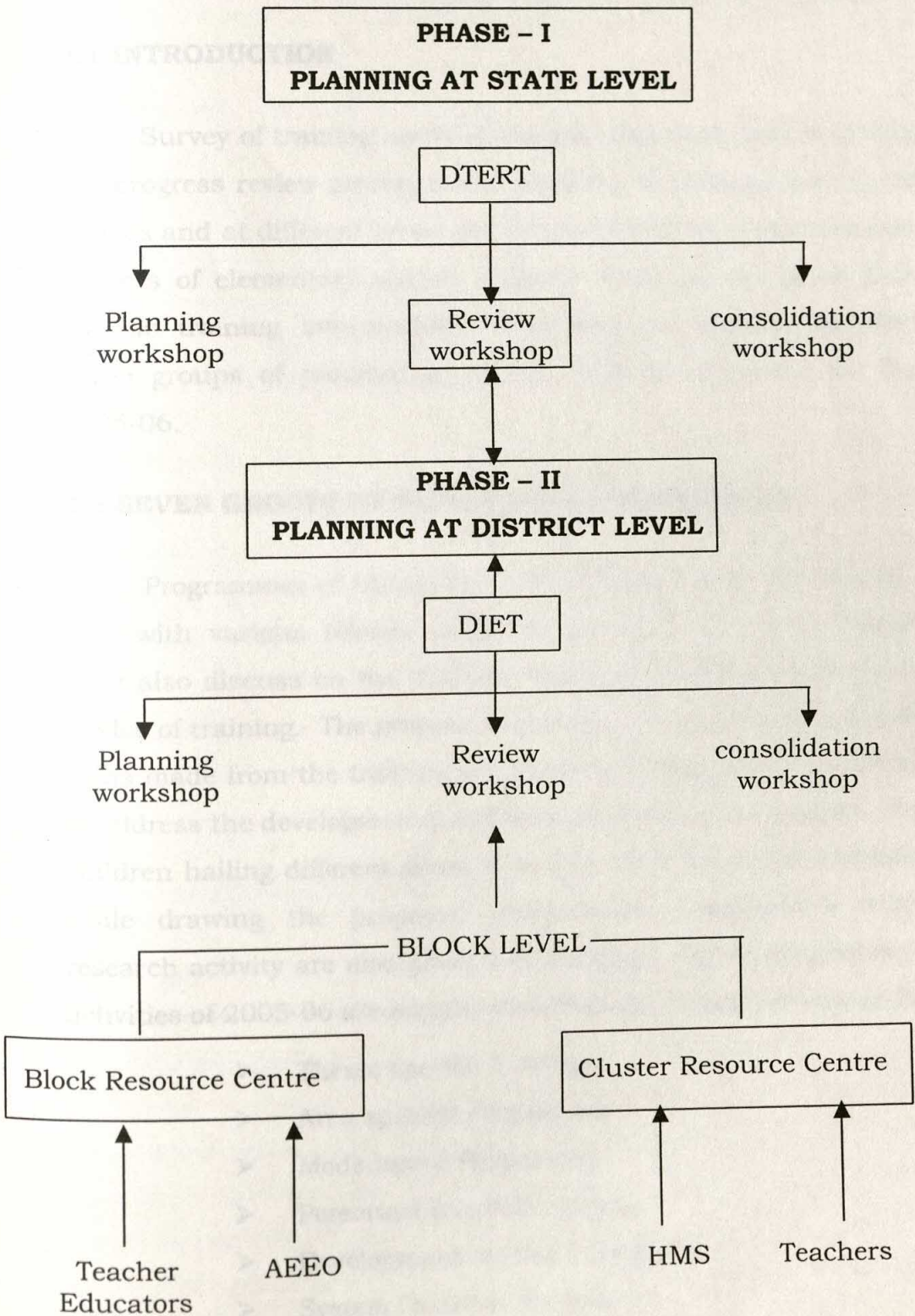
The DTERT conducted a consolidation workshop to arrive at State perspective plan for the programmes and activities for 2005-06 in Kalayarkoil with a duration of 8 days from 12.09.05 to 19.09.05. All the district level (DIET) annual plans were consolidated and a final draft proposal for the plan of action and budget was meticulously developed by a team of Eminent Professors, Resource group from DTERT and DIET.

DIETs are the district level centres working towards quality education at elementary level. DTERT monitors the linkage between DIETs, District Level Offices and SSA functionaries. The District level programmes were organized for the teachers of primary and middle schools at grass root level through BRTEs. So training needs of primary teachers were received and analysed periodically for designing and enriching the training programmes.

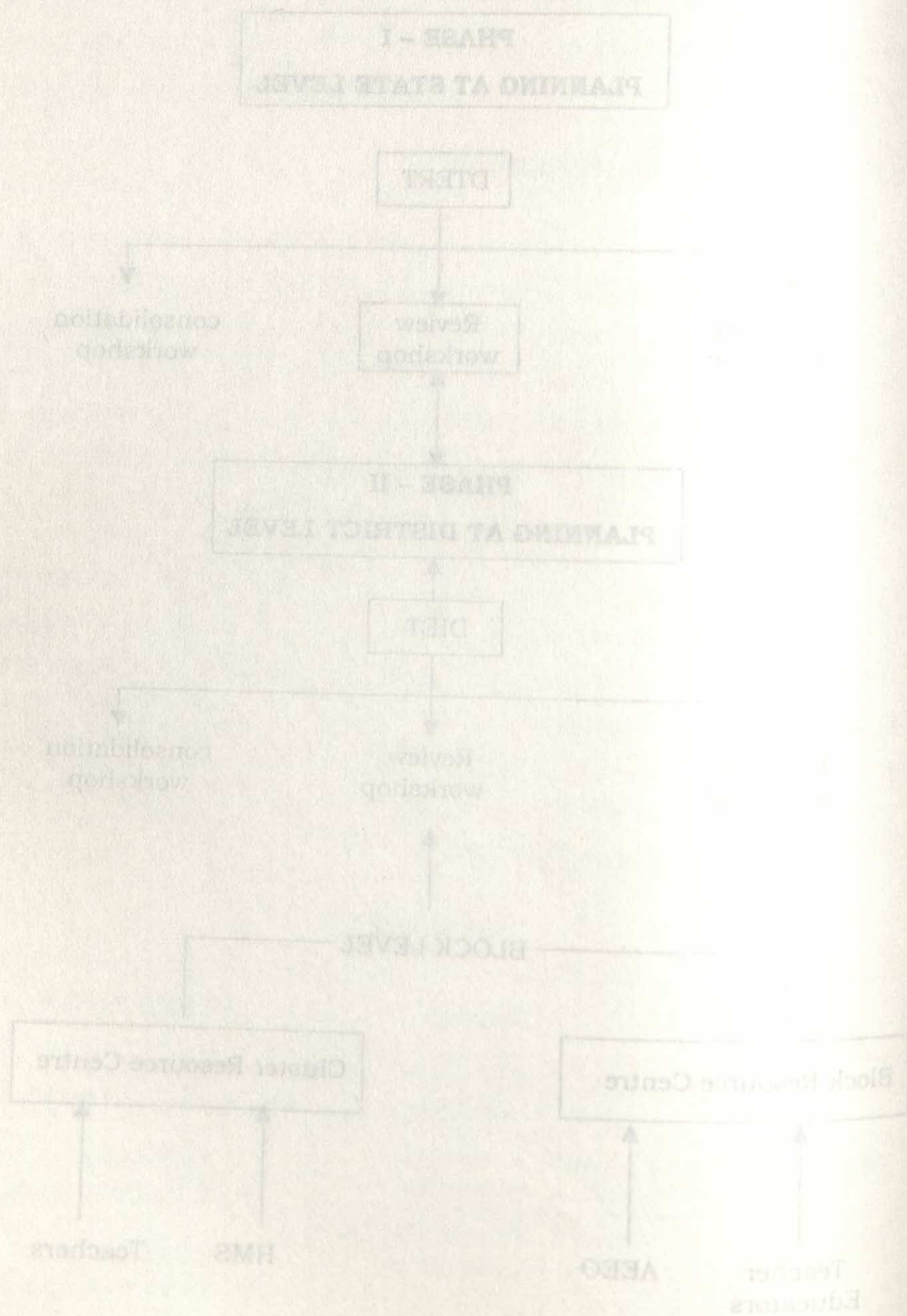
JOB CHART

Name of the Activity / Job	Experts	Overall Review
Progress Review	Dr. C. Rajeswari Tmt. T. Vasanthi	Chairperson Tmt. C. Uma Mageshwari, Reviewer Dr. P. Perumalsamy, Consultant Dr. Swaminathapillai
Issues & Strategies	Thiru. J. Inbaraj Dr. A. Alavandar	
Budgeting	Dr. S. Vincent De Paul Tmt. M. Gurupiyari	

PROCESS OF PLANNING AT DIFFERENT LEVELS



PROCESS OF PLANNING AT DIFFERENT LEVELS



CHAPTER IV

ISSUES, STRATEGIES AND MODALITIES

4.1 INTRODUCTION

Survey of training needs of teacher educators, issues identified by the progress review meetings and planning workshops held at different phases and at different levels and informal feed back from teachers and parents of elementary school, children focus on the areas that need specific training interventions. They may be broadly classified into seven groups of programmes which shall be organized for the year 2005-06.

4.2 SEVEN GROUPS OF PROGRAMMES FOR 2005-06

Programmes of Annual Plan 2005-06 are of diverse nature. They deal with various themes targetted for different types of personnel. They also discuss on the different systems of educational delivery and modes of training. The proposed activities aim at not only the sustained gains made from the training programmes held in 2004-05 but also try to address the developmental concerns of training dimensions. Needs of children hailing different areas have also been taken into consideration while drawing the proposed programmes. Programmes related to research activity are also given due attention. So the programmes and activities of 2005-06 are broadly classified into seven groups as follows.

- Theme specific Training.
- Area specific Programme
- Mode based Programme
- Personnel focused training
- Development oriented Programme
- System Oriented Programme.
- Research-related Activities.

4.2.1. THEME SPECIFIC TRAINING PROGRAMMES

District Plans of all the 29 DIETs reveal that training programmes on a wide spectrum of themes are desired by teachers. They represent not only very common themes like subject related such as Science, Mathematics, Tamil Grammar etc., but also unique and interesting themes like human rights. Variety of themes like preparation of audio and video scripts for EDUSAT programmes, Guidance and counselling and co-curricular activities like Yoga, Health, have found place in the list of Programmes consolidated from the district Plans.

4.2.2. AREA BASED TRAININGS

Learning Needs of the children from areas namely rural, urban, block, zone and district vary according to their local habitat and environment. Teachers from areas where child labour is prevalent require strong orientation on the education of child labourers. Coastal area children will feel at home if the learning activities are woven around coastal themes and resources Tribal children look for content on their folk songs and folk heroes in their classroom teaching learning activities. So Area Specific Training programmes focus on the problems of child labour, children hailing from coastal and tribal areas.

4.2.3. MODE BASED PROGRAMMES

Teacher Educators and Teachers have different levels of knowledge on different subjects. DIET faculty require refresher course on research methodology because they have already had some prior knowledge regarding research. But Teacher educators from newly established private TTIs are to be trained through induction mode as they are totally new to elementary education system. Some Programmes are aimed at sustaining and updating the existing knowledge on subjects through continuous teacher development programmes.

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Learning Needs of the children from areas namely rural, urban, tribal areas and distant vary according to their local habit and environment. Teachers from areas where child labour is prevalent have strong orientation on the education of child labourers. Coastal areas children will feel at home if the learning activities are woven around coastal themes and resources. Tribal children look for content related to songs and folk stories in their classroom teaching learning activities. The Area Specific Training programmes focus on the problems of child labour, children hailing from coastal and tribal areas.

4.2.3 MODE BASED PROGRAMMES

Teacher Educators and Teachers have different levels of knowledge on different subjects. DIET faculty require refresher course on research methodology because they have already had some prior knowledge regarding research. But Teacher educators from newly established private TTIs are to be trained through induction mode as they are totally new to elementary education system. Some programmes are aimed at sustaining and updating the existing knowledge on subjects through continuous teacher development programmes.

4.2.4. PERSONNEL FOCUSSED TRAINING PROGRAMME

People involved in educational system are carrying out various functions namely teaching, training, monitoring, supervision, administration and management. While teachers are to be trained on content and methodology, BRTEs are to be given training on different methodologies. Principal and Senior Lecturers of DIET require training on managerial skills and research methodology. But AEEOs and HMs are more concerned with supervision and management of the schools. So the different training interventions proposed are targetted on personnel of different levels of educational system.

4.2.5. DEVELOPMENT ORIENTED PROGRAMMES

Apart from training programmes that sustain teachers knowledge and competence, there are programmes that are development - Oriented. They are concerned with preparation of new training modules, development of curriculum materials, review of text books and preparation of innovative Teaching-Learning materials from low cost resources. These activities are aimed at professional development of teachers by widening the horizon of their knowledge.

4.2.6. SYSTEM - ORIENTED PROGRAMMES

UEE depends on formal and alternative schooling facilities offered through traditional and project modes. Programmes on training interventions should reach to all people belonging to different systems. Instructors in ECCE (Balwadies and Anganvadies) are to be trained basically on all aspects of child development. BRC Supervisors and BRTEs of SSA are to be given training on managerial skills. Functionaries of AIE and EGS are to be oriented towards providing meaningful learning activities to children outside the formal system. So training programmes will be more effective through the system specific interventions.

4.2.7. RESEARCH RELATED ACTIVITIES

Research activities have gained momentum at DIET level in Tamil Nadu due to availability of competent DIET faculty with M.Phil., and Ph.D., qualifications District level research projects are undertaken by DIET faculty. DTERT faculty have conducted state level research projects. Almost all DIET faculty member are doing Action researches regularly. So refresher course on advanced research methodology are to be conducted for DIET faculty in order to sharpen their research skills. Latest trends in educational research can be made easily accessible to DIET faculty through subscription to journals of national and international repute.

So, the programmes and activities are classified into seven groups based on the theme, area, mode, system personnel, developmental dimensions research so that they are comprehensive as well as specific, full of variety and richness

4.3 The Detailed Programmes and Activities based on the seven groups clustered are given below :

List of Programme Activities Identified for the Year 2005-06

A. Programme & Activities		
S.No.	Code	Programme and Activities
1.	XPA501	Theme Specific Training Programme for Teachers.
2.	XPA502	Action Research
3.	XPA503	Assessment of In-Service Training Programme
4.	XPA504	Review of Materials
5.	XPA505	District Specific Modules Preparation & Training to Teachers
6.	XPA506	a)Research Project b)Research Study
7.	XPA507	Extension Services – Module Preparation & Training On School Readiness Programme (ECCE) to ICDS Instructors

8.	XPA508	Capacity Building Training on Emotional Intelligence, and Written Communication Skills to DIET Faculty & BRTEs
9.	XPA509	Induction Training To Faculty Members of Private TTIs
10.	XPA510	Workshop on Experiments In Psychology for DIET Faculty Members
11.	XPA511	Review of Text Books
12.	XPA512	I. Organizing District Level Seminar II. Zonal Level Seminar III. National Level Seminar
13.	XPA513	Training on Computer Languages to DIET Faculty
14.	XPA514	Training on School Effectiveness to AEEOs & HMs
15.	XPA515	Workshop on Handling AV Equipments for DIET Faculty
B. Faculty Development		
16.	XFD501	Refresher Course on Research Methodology to DIET Faculty
17.	XFD502	Managerial Skills Training To Senior Lecturers of DIETs
18.	XFD505	Participation in International; National & Regional Seminars
19.	XFD508	Publication of News Letters
20.	XFD509	Excellence Awards
21.	XFD510	Subscription to Journals
22.	XFD512	Exposure Visits
23.	XFD515	Designing Web Resource

4.3.1 Rationale for the Programmes and Activities

1. THEME SPECIFIC TRAINING PROGRAMME FOR TEACHERS, (CODE : XPA 501)

Teacher development programmes, in general, revolve around centralized training activities which address by and large the shared concerns of people involved in elementary education. Interaction with

23	WP7513	Designing Web Resource
22	WP7512	Exposure Visits
21	WP7510	Subscription to Journals
20	WP7509	Excellence Awards
19	WP7508	Publication of News Letters
18	WP7505	Participation in International National & Regional Seminars
17	WP7502	Managerial Skills Training to Senior Lecturers of DIETs
16	WP7501	Refresher Course on Research Methodology to DIET Faculty
B. Faculty Development		
15	WP7515	Workshop on Handling A/L Enquiries for DIET Faculty
14	WP7514	Training on School Effectiveness to AEROS & HRS
13	WP7513	Training on Computer Language to DIET Faculty
III. National Level Seminar		
II. Zonal Level Seminar		
I. Organising District Level Seminar		
11	WP7511	Review of Text Books
10	WP7510	Workshop on Experiments in Psychology for DIET Faculty Members
9	WP7509	Induction Training to Faculty Members of Private TIs
8	WP7508	Capacity Building Training on Emotional Intelligence and Written Communication Skills for DIET Faculty & BRIE

4.3 / Rationale for the Programme and Activities

1. THEME SPECIFIC TRAINING PROGRAMME FOR TEACHERS (CODE : XPA 501)

Teacher development programmes, in general, revolve around continued training activities which address by and large the stated concerns of people involved in elementary education. Interaction with

teachers through need – based training surveys, SSA Annual Plan and ponnons training feed backs collected at DIET, BRC, CRC level point to the need for organizing theme specific training programmes for teachers. These themes cover a wide spectrum of themes ranging from curricular area like Science Tamil Functional grammar, maths kits, etc Co-curricular areas such as arts, crafts, Physical education to issues like girl(s) education human rights guidance and use of ICT in class room transaction. The training on these themes fill the gap that are likely to arise due to common training delivery system. DIETS are free to choose the themes identified so that they according to their felt need provide specific interventions on training needs of teachers.

A. PROPOSED LIST FOR DIET'S CHOICE

1. Training on essential basic concepts in curricular subjects.
2. Training on Tamil functional grammar
3. Training on continuous, comprehensive and competency based evaluation techniques.
4. Life oriented Education for primary teachers
5. Training on socially useful productive work for special teachers
6. Training on developing vocational skills for special teachers
7. Training to educational volunteers of girls' education
8. Training on developing laboratory skills
9. Including value / moral education
10. Training on mathematics in daily life
11. Concept clarification in Geography
12. Training on Environmental concepts
13. School Readiness programme.
14. Developing classroom communication skills
15. Training on Guidance and counseling for primary and upper primary Headmaster and BRTES
16. Physical / Health education and yoga for primary teachers

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A. IDENTIFIED LIST FOR DIET'S CHOICE

1. Training on essential basic concepts in curriculum subjects.
2. Training on Tamil functional grammar.
3. Training on continuous, comprehensive and competency based evaluation techniques.
4. Training oriented education for primary teachers.
5. Training on socially useful productive work for special teachers.
6. Training on developing vocational skills for special teachers.
7. Training to educational volunteers of girls' education.
8. Training on developing laboratory skills.
9. Training on value / moral education.
10. Training on mathematics in daily life.
11. Concept clarification in Geography.
12. Training on Environmental concepts.
13. School Readiness programme.
14. Developing classroom communication skills.
15. Training on Guidance and counselling for primary and upper primary Headmaster and BRTS.
16. Physical / Health education and yoga for primary teachers.

17. Training on Globe / map reading skills.
18. Training on Fine arts and crafts
19. Training on preparation of mathematics kit box
20. Teaching of Chemistry
21. Training on Co-curricular Activities
22. Training on Science Experiments
23. Awareness on Human / Child rights
24. Multigrade Teaching
25. Preparation of Activity Bank for Mathematics
26. Preparation of instructional learning material for language and mathematics Training to Anganwadi Workers

2. ACTION RESEARCH (CODE NO.XPA 502)

Teachers are the prime agents of change whose role has never been so critical as at this juncture. The Government should endeavor to create conditions which will help to motivate and inspire teachers on constructive and creative line to lead towards quality elementary education. So Teacher education Programmes must be made more intensive and purposive to develop the teacher educators to be more competent. One of the modalities is Action Research which is one's own action with a view to improve by oneself. It is a process of continuous action and reflection to find solutions to immediate problems faced in classroom transaction. Besides, the DIET faculty have the responsibility to be role models and guides to Teachers of Primary education and BRTEs.

In this regard, after systematic execution of Training and scrutiny and appraisal of action research Proposals by experts, eminent Professors and researchers in DIET, 351 researches were undertaken in DIETs throughout Tamil Nadu in 2003-04. DTERT has also published 450 Action Research abstracts in IX Plan period in Nine Volumes. The DTERT has prepared a comprehensive hand book on Action Research

17. Training on Globe / map reading skills
18. Training on Fine arts and crafts
19. Training on preparation of mathematics kit box
20. Teaching of Chemistry
21. Training on Co-curricular Activities
22. Training on Science Experiments
23. Awareness on Human / Child rights
24. Upgrade Teaching
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26. Preparation of instructional learning material for language and
27. Mathematics Training to Anganwadi Workers

3. ACTION RESEARCH (CODE NO. ARN 503)

Teachers are the prime agents of change, whose role has never been so critical as at this juncture. The Government should endeavor to create conditions which will help to motivate and inspire teachers on continuous and creative line to lead towards quality elementary education. So Teacher education programmes must be made more interesting and purposeful to develop the teacher educators to be more competent. One of the modalities is Action Research which is one's own action with a view to improve by oneself. It is a process of continuous action and reflection to find solutions to immediate problems faced in classroom transaction. Besides the DIET faculty has the responsibility to be role models and guides to Teachers of Primary education and BRTs.

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as a reference material for DIET Faculty and a training module for BRTEs Teachers. This hand book has become popular when the teachers given training on action research of SSA. IT has impacted them so strongly that about 15000 teachers seriously involved in during action research. In 2004-05 nearly 315 Collaborative Action Researches were successfully completed and compilation of action research abstracts for X Plan period is under progress. Many more Action Research Proposals are expected in 2005-06. Hence enhanced demand is made for this activity this year.

3. ASSESSMENT OF IN - SERVICE PROGRAMMES (CODE : XPA503)

In-service programmes are training programmes designed and executed to ensure the sustained professional development of teachers, DTERT runs training needs Assessment surveys to develop training packages to meet the class room requirements of teachers. These programmes usually incorporate innovative instructional strategies, case studies and orient the practising teachers to the emerging trends in methods of teaching and creative use of locally available materials for making competency related teaching learning materials that contributed to increased learning outcomes in children. It is essential to study the impact of carefully designed in-service programmes in the class room processes.

The study shall enable teacher educators to

1. find out the impact of training in the class room processes.
2. find out the need for revising and changing the mode of training and techniques to suit the local
3. Make suitable suggestions setting to that would help the DTERT and DIETs redesign the teacher development programmes.

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3.1.2. TEXT OF IN - SERVICE PROGRAMMES (CODE : ITA-29)

In-service programmes are training programmes designed and conducted to ensure the sustained professional development of teachers. It is a training needs Assessment survey to develop training programmes to meet the class room requirements of teachers. These programmes usually incorporate innovative instructional strategies and orient the practicing teachers to the emerging trends in teaching and create use of locally available materials for teaching and learning outcomes in children. It is essential to study the actual needs of teachers and design in-service programmes in the class room.

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4. REVIEW OF MODULES (CODE : XPA504)

The DIERT and DIETS in the state organise various training programmes for teachers some of them are also sponsored by international agencies like UNICEF. After the implementation of X five year plan, there is a tremendous increase in the number of training programmes conducted. The training modules prepared for these programmes provide conceptual inputs and clear guidelines for transaction strategies that are carried through the training programme. Since the DIERT and DIETs are involved in continuous teacher development programmes, a stock – taking necessary for finding the gaps in the existing design of training programmes. So it becomes imperative to revisit the training delivery for midterm course correction with the aim of providing quality training programmes for teachers. The review of modules will help teacher educators:

1. to find on existing gaps in modules
2. to enrich the training package with new input in fuse
3. to improve overall quality of in – service training programmes.

5. DISTRICT SPECIFIC MODULE PREPARATION AND TRAINING FOR TEACHERS. (CODE : XPA505)

Apart from common and theme specific training programmes, there are certain area specific issues that demand teachers' attention while providing required learning experiences for children. These are rooted to local habitat and environment. Locating these issues in the local context while addressing the problems of educational participation of children in the areas concerned is the need of the hour. These issues range from the problems of children from coastal and tribal areas to child labour

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- (i) Identify and fill existing gaps in modules
- (ii) Revise the training package with new input in time
- (iii) Improve overall quality of training programmes

5. IDENTIFYING SPECIFIC MODULE SEPARATION AND TRAINING FOR RURAL TEACHERS (CODE : XPA505)

Apart from common and theme specific training programmes, there are certain area specific issues that demand teachers' attention while providing required learning experiences for children. These are rooted to local habitat and environment. Addressing these issues in the local context while addressing the problems of educational participation of children in the areas concerned is the need of the hour. These issues range from the problems of children from coastal and tribal areas to child labour.

These problems need specific training interventions with tailor – made training modules, making use of ‘local resources’ as suggested by national curriculum frame work 2005.

This training will finetune the instructional skills of teachers in.

- a) addressing the learning needs of special focus groups
- b) contextualising transactional strategies to maximise the learning outcome of children
- c) Enabling children to be conscious of their local environment

6. RESEARCH PROJECT (CODE NO. XPA506)

Quality universal elementary education is the national priority and the MHRD and the Government term has launched a lot of interventions under SSA and conducted training Programme for teachers through the DTERT. In this context, it is imperative to investigate the impact of these interventions and periodical assessments should be done through small projects. It is also necessary to assess the Training requirements of the Teachers and diagnose the gaps in the classroom processes and overcome the administrative shortcomings to take policy decisions for modifications and improvement in future. So surveys, impact and assessment studies and investigative projects should be undertaken to improve the existing conditions in school. Hence the DIET faculty could be motivated to conduct research projects, to assess interventions of SSA for Quality elementary education.

DIET Faculty was given orientation to conduct research projects and they were also provided with financial assistance. 53 projects were sanctioned by the DTERT during 2002-05 and being successfully

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7. EXTENSION SERVICES ECCE – SCHOOL READINESS PROGRAMME (CODE NO.XPA 507)

The latest census reveals that there are 17,49,239 children in the age group of 3-5 years. The state is committed to fulfill the health care needs of these children.. Hence 42,261 ICDS centers monitor the health and growth of these children and run periodical medical check-up and also offers vitamin tablets and nutritious food. Under SSA,19,974 ICDS centers have been upgraded into pre-primary classes as rural children, due to economic reasons, do not have an access to Nursery/LKG, UKG schools. Due to this innovative intervention 5,32,190 children go to pre-primary schools. To ensure enrolment of all these children when they complete the age of five, effective school readiness programme needs to be implemented by empowering the Anganwadi employees in instructing the prescribed curricula for Pre-Primary children. Besides, developing life skills of these children are absolutely necessary. DIETs shall provide this crucial training to all anganwadi instructors after meticulously analyzing their context specific needs.

Now a days the ICDS centers are nothing more than care centers where poor children “eat a little and sing few songs”. They are not physically and psychologically prepared to enter the primary schools. Moreover, instructors do not have requisite qualification and training to prepare them mentally ready for school. The top-down curriculum does not provide enough scope for them to making schooling experience really joyfull and meaningful. Hence it become all the more necessary to train them. These training programmes shall enable Anganwadi /Balwadi Instructors :

- (i) to be familiar with child centered learning activities.

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1. EXTENSION SERVICES ECCE - SCHOOL READINESS PROGRAMME

(CCP/2004/XPA 607)

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(i) to be familiar with child centered learning activities.

(ii) to effectively use the available play materials for improving children's cognitive skills.

(iii) to develop among children socially acceptable behaviour and a sense of personal hygiene.

8. CAPACITY BUILDING (CODE : XPA 508)

A) TRAINING ON EMOTIONAL INTELLIGENCE

Teacher educators, at DIET level and BRC level, are to be professionally competent in organizing both pre-service as well as in-service programmes. They are expected to be well – informed of the latest trends in subjects they teach and innovative transactional strategies they should employ periodically to update teachers with new knowledge and methodologies in their subjects. They should be equally capable of turning teachers into emotionally well-balanced professionals who are aware of their own emotions and control them. They should maintain good interpersonal relationships and be empathetic towards children some natural calamities like tsunami make strong impact on children's emotional health. Teachers have to provide them psycho – care. Media also play havoc with children's mind which sometimes make them violence prone and they have suicidal tendencies. There are also teachers who resort to corporal punishment forcing the children out of school. It is high time teachers were trained on emotional intelligence for developing all round personality among children.

(B) WRITTEN COMMUNICATION SKILLS

DIET faculty members are involved in conducting various training programmes projects. Though they are well versed in implementing the training processes they are at times, unable to document them properly.

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2. CAPACITY BUILDING (CODE : XPA 203)

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(B) WRITTEN COMMUNICATION SKILLS

DIET faculty members are involved in conducting various training programmes/projects. Though they are well versed in implementing the training processes they are at times, unable to document them properly.

Documentation involves certain critical communication skills through written mode.

A training on communication skills would make them more effective:

- a) in documenting all the training programmes and activities
- b) in preparing action and formal research reports
- c) in developing a style with research parlance.
- d) In presenting a problem logically, sequentially and effectively through written mode.

9. INDUCTION TRAINING (XPA 509)

DIET, GTTIs, Aided TTIs and private TTIs together labors to meet the demand of teachers through out the country. In some states, the demand and supply of qualified Teachers at the elementary level are adversely disproportionate. Inorder to balance supply & demand of teachers many private TTIs almost 200 have come into being. As teacher-students who emerge from these newly started TTIs too will join the teaching force in due course of time quality pre-service training needs to be imparted to them. To ensure this, the teacher-educators who do not have sufficient grounding in teacher education need to be oriented to diverse methods of teaching, internship and capacity building training programme. Hence it is essential to provide induction training to teacher educators of all TTIs through respective DIET faculty member 5 at every DIET

The induction training would enable the new teacher trainers.

- (i) to be well acquainted with new teaching strategies specifically relevant to children of elementary teachers

(ii) to address issues related to internship and evaluation procedures

(iii) to have adequate knowledge in child psychology.

10. WORKSHOP ON PSYCHOLOGY PRACTICAL (XPA 510)

The teachers of today handle children with learning difficulties, personality defects, adjustment problems, stress and pains as barriers of learning in the classroom. It is the responsibility of the teachers to make the students free from all psychological barriers and attend the classroom with full concentration for meaningful learning. But making the students free from all physical and mental problems in Heterogeneous classroom is quite difficult.

The teacher should have the knowledge on application of psychological ideas to solve the problems faced in the school setting and to guide and counsel the students. In this view the DIET faculty is to be acquainted with psychology practicals

- i) to diagnose the learning problems
- ii) to counsel the learners to overcome the learning barriers.
- iii) to make case studies
- iv) to solve the adjustment problem among the learners.

11. REVIEW OF TEXT BOOK (XPA511)

The technological advancement and fast changes in the world create a greater impact on the minds of the students to have knowledge explosion and to make them expect more in the classroom instructional transaction and textbooks. The policy decisions and curriculum revision make the Government publish revised textbooks whenever necessary.

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A good textbook should satisfy the need of the students, guide the teacher, focus on values and stress on national integrity. It should have simple language, proper conceptualization and organisation of the content matter, cultural relevance, pictorial organisation etc.

Under X five year plan the textbooks of standard V,VI,VII,IX and X have been reviewed in the year 2004-2005.

It is proposed to review VIII std textbooks that shall help the teaching faculty of DIET :

- ❖ to assess the textbooks for conceptual clarity and graded style of presentation
- ❖ to find out the suitability for the learners at std VII
- ❖ to suggest modifications in std VIII text

12. SEMINAR (CODE NO.XPA512)

Seminars throw open plenty of opportunities for exchange of ideas pertaining to professional development of teacher educators, teachers and administrative heads of schools and Block / District level Offices. Teacher educators and practising teachers use the platform for sharing unique innovative practice and case studies which throw more light into the intricacies of the teaching learning processes. Besides seminar also enable us to evaluate the progress made in implementing programmes and projects under X Five Year plan for teacher education 2002-2005.

DTERT proposes to organise Workshop and seminars in various stages.

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DIET proposes to organise Workshop and seminars in various

stages.

I STAGE Organizing District Level Seminar

Teachers with outstanding transactional skills and those who have established exemplary rapport with the village community and those who make unique TLMs with locally available materials and share their district level experience in the district level seminar.

II STAGE Zonal level Seminar

Learning need not necessarily be limited to one's own habitation and the district in which one is employed. Sharing the zonal level experiences (i.e.) expertise of teachers and teacher educators hailing from three or four different Districts. Hence Zonal level seminar is scheduled to be held in 7 Zones.

III STAGE National level seminars

There is a thread of commonness running through diverse cultural practices of Indians across the country. Likewise the problems faced by practising teachers in different states of the country have some similarities and differences. However the approach and concern of the teachers towards issues in schools are strikingly similar. It is necessary to organize National Level Seminars to find out how teaching fraternity in neighbouring states address issue that are detrimental to the realization of the goals of SSA.

These Seminars, in short, will help the teachers and teacher educators.

- ❖ acquaint themselves with innovative teaching practices.

I STATE Organizing District Level Seminar

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Teachers need not necessarily be limited to one's own habitation and should stand in which one is employed. Sharing the zonal level experience (i.e.) expertise of teachers and teacher educators having been from two or four different Districts. Hence Zonal level seminar is scheduled to be held in 7 Zones.

III STATE National level seminars

There is a thread of commonness running through diverse cultural practices of Indians across the country. Likewise the problems faced by practicing teachers in different states of the country have some similarities and differences. However the approach and concern of the teachers towards issues in schools are strikingly similar. It is necessary to organize National Level Seminars to find out how teaching differently in neighbouring states address issue that are detrimental to the realization of the goals of SSA.

These Seminars, in short, will help the teachers and teacher educators.

◆ acquaint themselves with innovative teaching practices.

- ❖ enable them to learn the measures for strengthening school community interface.
- ❖ know success stories from experienced teachers.
- ❖ understand difficulties experienced by teachers in other parts of the country and their ingenious approach to solve them.

13. TRAINING ON COMPUTER LANGUAGES TO DIET FACULTY (XPA513)

Nowadays the Computers are the gateways to knowledge. The Computer literacy enables pupils to meet the challenges of life. It acts as every day tool for working with experts. It also adds a practical orientation to virtual reality and digital convergence and learning for reinforcement. As eyeopener of learners to the digital world, the DIET faculty will be given orientation training to use computers competently as computer users without much technical knowledge to perform the personal tasks and enhance learning to promote quality education. In these lines, all the DIET faculty members of Tamil Nadu were given orientation training on computers to develop operational skills of handling computer in 2004-05. The same programme could be given with required modifications to meet the local needs of the DIET concerned for 2005-06. so as to make them as information literates for effective classroom transaction;

This training will empower the teacher-educators to

1. design digital lesson plans
2. enable teacher educators to know the potentiality of interactive compact discs for instructional purposes.
3. orient DIET faculty to make use of power point presentation for effective communication.

- enable them to learn the measures for strengthening school community interface.
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14. **TRAINING ON SCHOOL EFFECTIVENESS FOR AEEOs AND HEAD TEACHERS OF MIDDLE SCHOOLS (CODE XPA 514)**

Additional Elementary Education Officers and Heads of Middle Schools have a serious responsibility of constantly monitoring curricular, co-curricular and societal activities that are vital for the all round development of children and strengthening the bond between the school and the community. The organizational climate, interpersonal relationship, learning environment reinforcement of ethical and effective class room processes, class visitations and on the spot professional support contribute to the effective schooling. Internal supervision, instructional supervision and involving community for the development of TLM and for raising the resources of the school also supplement the efforts of school heads in enhancing the performance of teachers and ensuring the quality education of children.

Majority of the school Heads and AEEOs do not have enough experience in evolving school development plans or do not have vision of their own schools or cluster of schools, it is indispensable to evolve a suitable training for school Head and AEEOs.

They also lack adequate experience and expertise in school planning, supervision administration and School-community interface. Since these issues are crying for immediate attention, they may be addressed by designing a training programme on school effectiveness. This training programme will empower the AEEOs and Headmasters of schools to do comprehensive school mapping and effective microplanning, develop healthy interpersonal relationship among teachers, parents and community, maintain conducive organizational climate and create appropriate classroom environment and design other curricular and co curricular activities enhancing school quality and effectiveness.

14. TRAINING ON SCHOOL EFFECTIVENESS FOR AECOs AND HEADS OF MIDDLE SCHOOLS (CPDS XRS 3M)

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15. AUDIO VISUAL EQUIPMENT TRAINING (XPA515)

BRCS are now well equipped with Audio-visual equipments such as OHP, Slide projector, VCD Player, TV etc. BRTES need exposure to the technique of handling them for academic purposes. Teaching faculty in DIET, who need to train them have to upscale their skills in using the Audiovisual equipments for instructional purposes.

The success of the teacher depends upon the selection and use of right audio-visual technology at the right time and in the right way and the mastery over it. Hence it is necessary to equip the teacher educators with adequate knowledge of audio-visual technology and software concerned.

As per the tenth five year plan orientation training on Audio-visual technology was given to all the DIET faculty in the year 2004-2005.

In order to make the DIET faculty to be more competent in operating the Audio-visual equipments, it is planned to give the training on Audio-visual equipments with required alterations for the year 2005-2006 also.

Audiovisual training shall

- ❖ enable the teaching faculty of DIETs to make the best use of AV equipments
- ❖ equip DIET faculty to become good

16. REFRESHER COURSE ON RESEARCH METHODOLOGY (CODE : XFD501)

DIET faculty members are well qualified with research degrees like Ph.D and M.Phil and have undergone research methodology

training programme during the last academic year 2004 –2005, They need instructional course on some aspects of research methodology, particularity construction of research tools and standardization, advanced statistical techniques and interpretation of data. This programme will enable teachers educators to:

- gain good in grounding in construction of research tools
- Be well versed with statistical techniques and be able to use suitable statistical techniques appropriate and relevant to data.
- Analyse the data with relevant statistics and interpret them meaningfully.
- Undertake district level and state level projects modividually and collectively and execute them properly.

17. MANAGERIAL SKILLS TRAINING (XFD 502)

Any organisation tends to grow and would sustain its growth only when it is managed by competent leaders. Educational Institutions are no exception. DIETs are district nodal resource centres involved in various educational activities for promoting quality of elementary education. Originally envisioned with seven branches, DIETs have expanded their area of activities to research activities with projects, assessment and impact studies and seminars and workshops. They have to co-ordinate different training centers like BRC,CRC and administrative structures for the smooth conduct of increasing member of training programme.

They should be competent, inspiring and forward looking leaders and be good role models for effective functioning of the DIETs. In this context the Principals and Senior Lectures are expected to have managerial skills such as interpersonal skills, of problem solving skills

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17. MANAGERIAL SKILLS TRAINING (KPD 503)

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and communication skills. Through the managerial skills training programme, Principals, Senior lectures and heads of the Institutions would be able to

- (a) be a good leader
- (b) manage stress and have tolerance of consentaneity
- (c) master communication skills
- (d) acquire proper solving skills.

18. PARTICIPATION IN INTERNATIONAL; NATIONAL & REGIONAL SEMINARS (XFD505)

Innovations and Research play a vital role towards enhancing the quality of teaching and learning in schools as well as teachers education institutions. The success of any educational policy and reform depends on quality of innovative inputs based on needs of the system. The teachers and teacher educators are one of the key resources in the reformation, redirection and renewal of education. Many teachers and teacher educators successfully try out experiments, innovative practices for the problems faced in the instructional transactions. The ideas should be shared among teacher educators of their own institutions, other DIET and teachers of Primary education for its application. The seminars would enable the teachers and teacher educators.

- ❖ to create awareness among teachers and teacher educators to undertake innovative practice
- ❖ to share the tried out ideas and practices among other educators.

In the Xth Plan period, inter DIET seminars were organised at 4 Regions successfully in 2004 – 05. It is planned to conduct Regional

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and District Level seminars for teacher educators, BRTEs and teachers of primary education in the 2005-06 also.

19. PUBLICATION OF NEWSLETTERS (XFD 508)

The faculty of DIETs are entrusted in doing action researches and research projects leading to quality in education. They find remedies for many academic issues through research. The tried out ideas, practices, strategies can be shared with others for their application whenever they face the same problem.

So the teacher educators of DIET are encouraged to write articles in journals and newsletters

- i) to enable the teacher educators to become professionally competent.
- ii) to provide opportunities for the teacher educators to express their talents.
- iii) to make the teacher educators share their ideas with others .
- iv) to expose the teacher educators and the student-teachers to new ideas and trends in curricular areas, techniques and technology in pedagogy, research and training.

20. EXCELLENCE AWARDS (XFD 509)

Tamil Nadu is a pioneering state in India to lead a successful teacher education system. It is expected to deliver multifarious functions to cater to all the educational needs of the schools and teachers in the state such as preparation of curricular materials , text books modules , organising in service training programmes, designing and developing instructional materials and evaluation tools . The 29 DIETs in different Districts of Tamil Nadu are expected to perform their

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The faculty of DIETs are entrusted in doing action researches and research projects leading to quality in education. They find remedies for the academic issues through research. The tried out ideas, projects and strategies can be shared with others for their application who may face the same problem.

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function in a competent manner. Hence it becomes inevitable to assess and evaluate the performance of DIETs based on some benchmarks and honour with 'Excellence Awards

- ❖ to promote healthy competitors among DIETs to enhance the quality of educational sources they deliver .
- ❖ to develop benchmarks for quality performance
- ❖ to evaluate and grade the DIETs, based on the bench marks.

21. SUBSCRIPTION TO JOURNALS (XFD 510)

DIETs are the centres of excellence for elementary education.

The faculty of DIETs are expected to do researches, to guide BRTEs and teachers at grass root level. They have to act as role models for BRTEs and Teachers. Hence the faculty of DIETs should possess potentials and competence to do multifarious functions in all the fields. They should be well versed in all the subjects.

DIETs should therefore subscribe to journals :

- ❖ to enable the DIET faculty to enrich their knowledge
- ❖ to orient the DIET faculty to innovative practices, methods, strategies and recent trends leading to quality education
- ❖ to make the DIET faculty understand the recent methodologies in educational researches such as action research and ethnographic paradigms.

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22. EXPOSURE VISIT (CODE : XFD512)

The interventions of globalization privatization in the educational sectors have created quality awareness among the institutions in general and teachers/teacher educators in particular. The students 21st century are going to lead a knowledge society. So the educators system of today needs competent teachers having vast knowledge on various aspects of school system. It is well known that the school system is the reflection of teacher education system. So the teacher educators must keep abreast of the latest development in the field of education and its related activities. Exposure visit provides a strong platform for sharing useful experiences among teacher educators. The exposure visit will help the teacher educators to be aware of and get acquainted with the recent trends in their profession and effective functioning of school system.

23. DESIGNING WEB RESOURCES (CODE : XFD 515)

The computer Literacy on website helps the pupils to meet the challenges of life successfully in the digital world and acquaint with informations quickly. It helps to communicate with on-line libraries of the world to know the recent developments, researches etc.. Moreover the DIET faculty have to do action researches and Research Projects in various fields to find remedies which needs upgradation of their knowledge. Hence the DIET Faculty should be motivated.

- ❖ to create website and make use of web resources for exchange of information.
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4.4 MODALITIES

EIGHT ZONES OF DIET CLUSTERS

Decentralised Planning and implementation of plans are the hall marks of quality education. DPEP and SSA Programmes are some of the examples for micro - level planning. It requires decentralised implementation of Programmes for producing desired results. Implementation of Programmes at micro level helps in increasing access, mobilising resources, men and materials, effective monitoring and maximising outputs.

Since DIETs are located in 29 districts across the State, it will be difficult for them to organise State Level Programmes at one place. Participants have to travel long distances to attend the programmes. Some of the programmes and activities of Annual Plan, 2005-06, are proposed to be conducted at the zone level. This would help in mobilising the resource persons among the DIETs coming under one zone. More over the participants can have an easy access to the venue. Monitoring the Zonal level Programmes and activities by the DTERT will be effective. It is conducive for the DIET faculty to identify the problems at zonal level and design interventions for addressing them. It will be cost - effective also. For promoting collaborative work, all the twenty nine DIETs are grouped into eight zones based on their geographical proximity and regional identity. These eight clusters are further classified into four regions for overall monitoring. Each region has two clusters of DIETs under its fold for organizing training programmes effectively. The Zonal and Regional grouping of DIETs is presented in the organizational chart in the following page.

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4.5 DEVELOPMENT OF DTER

4.5.1. STRENGTHENING OF DTER

The DTER of Tamilnadu needs to be strengthened with hostel facilities, computer education cell and English education cell and specific programme and projects.

The proposals for DTER Hostel, Computer education cell and English education cell were submitted in 2004-05 following MHRD guidelines. They are now resubmitted for financial allocation. As there is ample time in the current financial year the proposals for the above three facilities may be released this year 2005-06.

ESTABLISHMENT OF HOSTELS IN DTER

DTER is vibrant with quality promotional activities of Elementary Teacher Education throughout the year. Now that SSA is in place, DTER shoulders the responsibility of training master trainers on various training modules, teachers, manuals, curriculum and text book developments, transaction techniques research, etc., as and when they are designed by DTER. In this regard, state level seminars are held at the head quarters. Workshops are organized to get experts opinion on various research projects. Teacher educators and resource persons need to be accommodated with well-equipped hostels (for man and women separately) throughout the year. At present the DTER is lacking in such hostel facilities. So there is an urgent need for strengthening the DTER with hostel facilities.

ESTABLISHMENT OF COMPUTER EDUCATION CELL IN DTER

The Government of Tamil Nadu giving laudable emphasis on computer education at elementary stage. The quality of computer education will be sustainable only if it is offered qualitatively. It

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envisages training for teachers in computer education. Ultimately the teacher educators need to be trained in computer education for which a computer education cell needs to be established in DTERT. The computer education cell will have net working facility. In tune with development in communication technology, not only all 29 existing DIETs and the proposed DIET but also all the DPCs SSA will be linked through internet. Computer assisted instruction manuals will be designed by DTERT by conducting workshop involving ET personnel of DIETs. Faculty in-charge of ET cell and computer cell will be given periodic professional development training in competent institutes across the country.

4.5.2. DTERT CENTRED PROGRAMMES AND PROJECTS

The DTERT as the apex body in research and training has proposed research projects on school effectiveness. Assessment of DTE examination and evolving integrated curriculum for pre-primary education. The project on school effectiveness aims at developing clear benchmarks for grading schools according to their performance. This grading will promote healthy competition among schools leading to overall improvement in the quality of education.

The project on Assessment of Diploma in Teacher Education (DTE) Examination will study in detail on question paper setting, evaluation and performance of students and suggest reforms in DTE Examination system.

Institutions offering pre-primary education follow their own curriculum. Now the functions of these institutions are being regulated by the Government of Tamilnadu. It is of immediate concern to evolve a holistic curriculum for overall development of our children.

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Monitoring is one of the essential components of planning implementation process. The Annual Plan 2005-2006 has proposed various programmes and activities which are to be conducted on a mission mode in all districts across the state. The Programmes and activities are to be monitored by holding monthly progress review meetings at state level for which a provision has been made in the plan.

4.6 SPECIAL FEATURES OF THE PLAN, 2005 – 2006

Programmes and activities that are proposed for 2005-06 have emerged from the past experience gained from the conduct of the programmes in 2004-2005. Training needs assessment survey and feed – back from teacher educators and teachers have also significantly contributed to formulating Annual Plan of 2005-2006. The past experience and present training needs have helped the DTERT and DIETs in designing new programmes and activities for 2005-2006, thanks to the scope and flexibility provided in the framework of X Five Year Perspective Plan for Teacher education.

The state government has started streamlining preprimary / nursery education by regulating the functions of the institutions offering Pre-primary courses. It has also upgraded large number of Balwadis and Anganwadis into pre-primary schools under SSA. These upgraded ICDS are manned by instructors who lack requisite qualifications and training in handling children of 3 to 5 years. The curriculum of Pre-Primary Education requires revamping. In this context, a unique programme of module preparation on ECCE and training for instructors of ECCE and ICD centres has been proposed.

Two new programmes namely training on emotional intelligence and training on written communication skills for DIET faculty and BRTES are proposed for their capacity building. They aim at developing

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their personality on the one hand and documentation skills on the other.

A large number of private TTIs have been established with the approval of NCTE. The staff members appointed in these institutes do not have adequate experience in training student-teachers. It is of immediate concern to train them on child psychology, internship, evaluation and class room management skills. So, a unique programme of induction training to TTI faculty members has been proposed. A workshop has been planned on Experiments in Psychology for DIET faculty. They require a refresher course on some aspects of research methodology especially in construction and standardization of various research tools, data analysis and interpretation using advanced statistical techniques though the application of SPSS package. The salient feature of computer training for DIET faculty in this year is on learning computer languages and their applications. Usually AEEOS and HMS are given training in school planning. Now it has been proposed to train them on school effectiveness so that they will have a holistic vision of quality and effective schooling.

In the 'Contingency' component also, some provisions have been made in the financial allocations to hire personnel for teaching art, craft, music in DIETS on hourly basis. Some minor changes are made within the allocation for the appointment of wardens, scavengers on monthly basis, apart from the maintenance of DIET buildings including hostels.

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5.1 Introduction

The Ministry of Human Resource Development introduced, for the first time, a decentralized need based planning process in the preparation of X Five Year Plan for Teacher Education. This bottom up approach has provided vast scope for DIETs to demand what they need. Thus X Five Year Perspective Plan has been prepared after undertaking various exercises through pre-planning activities. These activities have provided a larger under canvass to draw a holistic perspective plan.

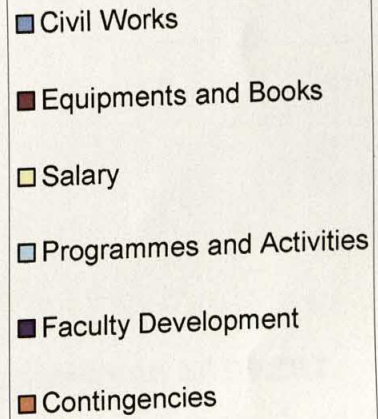
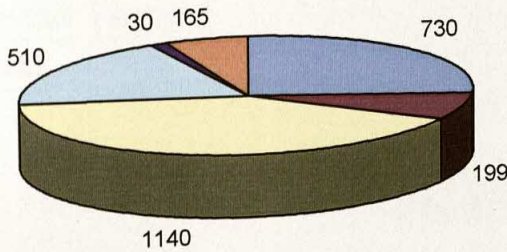
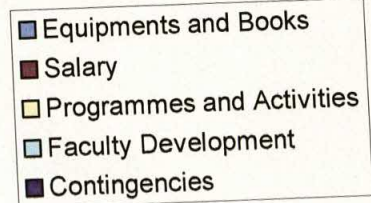
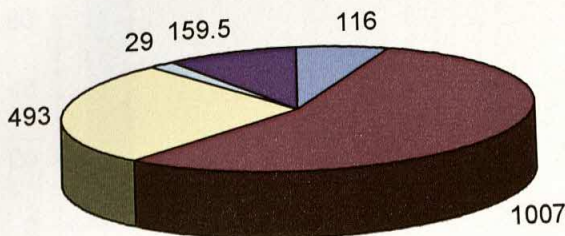
5.1.1. Planned Allocation for 2004-05 (DIETs)

The Annual Plan 2004-05 prioritized the needs within frame work of the perspective plan. There were six components identified in the Annual Plan. They were civil works, equipments & books salary, programme & activities, faculty development and contingencies. For civil works Rs. 730 lakhs were proposed and no amount was released while Rs. 199 lakhs were claimed for equipments & books only 116 lakhs were sanctioned. The major chunk of the demands of Annual Plan 2004-05 went salary with the amount of Rs. 1140 lakhs. The claim was reduced to Rs. 1007 lakhs while it was sanctioned. Regarding programmes activities the proposed amount of Rs. 510 lakhs were reduced according to the units of DIETs (29) and Rs. 483 lakhs were passed. For the faculty development component, Rs. 30 lakhs were proposed and accordingly reduced to 29 lakhs. In the Contingencies component Rs. 165 lakhs was sought but was sanctioned, to the tune of Rs.159.5 lakhs for 29 DIETs. The overall proposed plan for 2004-05 was Rs. 2774 lakhs out of which Rs. 1804.5 lakhs were approved. In sum, 65.05% of the demand was okayed and the amount was released to implement the plan. The details are presented in PIE charts.

Table 5.1.1

Component wise Plan Allocation for the year 2004-05 (DIETs)

Component	Proposed Amount in Lakhs	Sanctioned Amount in Lakhs
Civil Works	730.0	-
Equipments and Books	199.0	116.0
Salary	1140.0	1007.0
Programmes and Activities	510.0	493.0
Faculty Development	30.0	29.0
Contingencies	165.0	159.5
Total	2774.0	1804.5

PROPOSED ALLOCATIONS**SANCTIONED ALLOCATIONS**

5.1.2 Planned Allocation for 2004-05 (DTERT)

In the planned allocation (2004-05) for DTERT, the proposal was made for Rs. 100 lakhs towards civil works and Rs. 21 lakhs for specific projects. The proposed amount of 21 lakhs was released for specific project but the sanction was deferred for civil works.

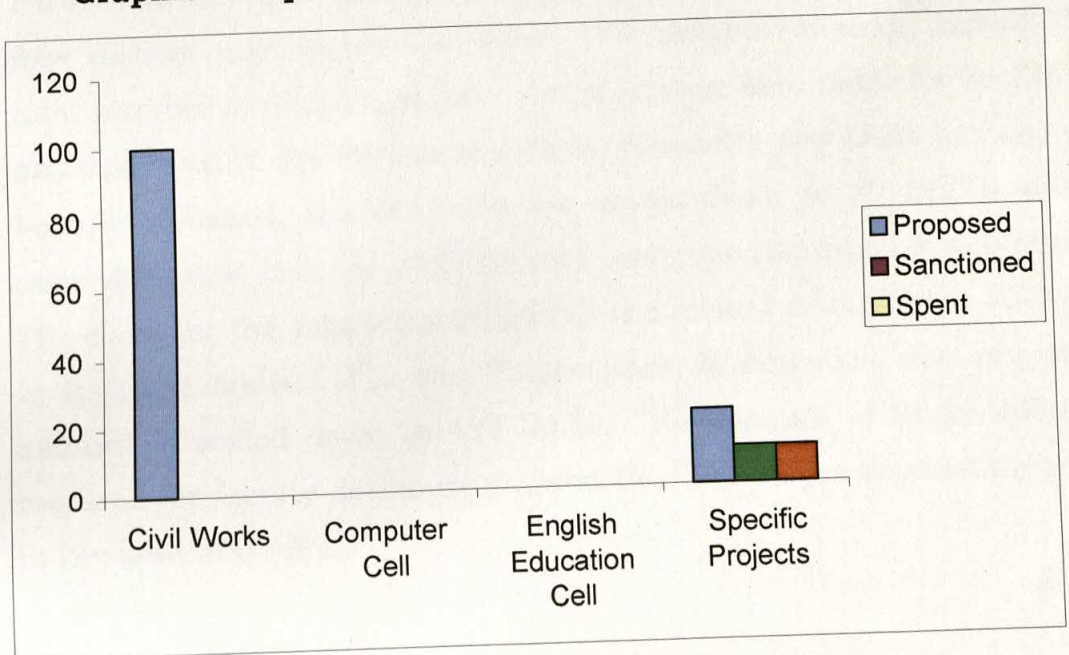
Table 5.1.2

Component wise plan Allocation for the year 2004-05 (DTERT)

Component	Amount in Lakhs		
	Proposed	Sanctioned	Spent
Civil Works	100.00	-	-
Computer Cell	-	-	-
English Education Cell	-	-	-
Specific Projects	21.0	10.5	10.5
Total	121.0	10.5	10.5

Fig. 5.1.2

Graphical Representation of the Plan 2004-05 of DTERT



5.2 ALLOCATIONS UNDER PERSPECTIVE PLAN FOR THE YEAR 2005-06 (DIETs)

The Financial allocations proposed for 2005-06 in the perspective plan covers various components namely salary, programmes & Activities, Faculty Development and contingencies. The salary component was allocated Rs. 1140 lakhs. Rs.510 lakhs was earmarked for Programmes & Activities. Faculty Development got Rs.30 lakhs and Rs.165 lakhs were proposed for contingencies.

Proposals were made for Civil Works and Equipments & Books in the Perspective Plan and they were approved. But they were not released during the plan year, 2004-05. They are now again included in the present proposal of 2005-06. With these additional claims, the components of Annual Plan 2005-06 have increased from Four to Six. The amount of Rs.484 lakhs are put forward for Civil works and Rs.58.0 lakhs are demanded for Equipments and Books. In the case of recurring items, minor changes are made in the Annual Plan 2005-06 because a new DIET was originally proposed to be established when a new district was carved out from Dharumapuri district, raising the total number of districts to 30. The proposals were made for 30 DIETs and approved in the Perspective Plan. Since the new DIET has not yet been established, the demands are scaled down to 29 DIETs and a revised Annual Plan for 2005-06 with some modifications is submitted. The claim for the salary component in the revised Annual Plan 2005-06 is Rs.1102 lakhs. For the Programmes & Activities, the proposed amount is scaled down to 493 lakhs. The amount of Rs.29 lakhs is required for faculty development, and Rs.159.5 lakhs for contingencies in the plan 2005-06.

Computer Cell	1.2	1.1
English Language Cell		
Specific Projects	21.0	21.0
Total	35.1	33.1

5.2. ALLOCATIONS UNDER PERSPECTIVE PLAN FOR THE YEAR 2005-06 (DIETs)

The Financial allocations proposed for 2005-06 in the perspective plan covers various components namely salary, programmes & Activities, Faculty Development and contingencies. The salary component was allocated Rs. 1140 lakhs, Rs.510 lakhs was earmarked for Programmes & Activities, Faculty Development got Rs.30 lakhs and Rs.100 lakhs were proposed for contingencies.

Proposals were made for Civil Works and Equipments & Books in the Perspective Plan and they were approved. But they were not reflected during the plan year, 2004-05. They are now again included in the Annual proposal of 2005-06. With these additional claims, the components of Annual Plan 2005-06 have increased from four to six. The amount of Rs.484 lakhs are put forward for Civil works and Rs.88.0 lakhs are demanded for Equipments and Books. In the case of contingencies, minor changes are made in the Annual Plan 2005-06. As a new DIET was originally proposed to be established when a new district was carved out from Dharmapuri district, raising the number of districts to 30. The proposals were made for 30 DIETs and approved in the Perspective Plan. Since the new DIET has not yet been established, the demands are scaled down to 29 DIETs and a revised Annual Plan for 2005-06 with some modifications is submitted. The claim for the salary component in the revised Annual Plan 2005-06 is Rs.1102 lakhs. For the Programmes & Activities, the proposed amount is scaled down to 498 lakhs. The amount of Rs.29 lakhs is required for faculty development, and Rs.189.5 lakhs for contingencies in the plan 2005-06.

Table 5.2

Allocation under Perspective Plan for 2005-06 (DIETs)

Amount in Lakhs

Component	Proposed	Modified
Civil Works	-	484.0
Equipments & Books	-	58.0
Salary	1140.0	1102.0
Programme & Activities	510.0	493.0
Faculty Development	30.0	29.0
Contingencies	165.0	159.5
Total	1845.0	2325.5

5.3.1 ALLOCATIONS UNDER PERSPECTIVE PLAN FOR THE 2005-06 (DTERT)

In the Allocations under perspective plan for the year 2005-06, no claim was made for civil works but it has been included in the Annual Plan 2005-06 because the claim made for civil works in Annual plan of 2004-05 was not released. The provision made in the perspective plan (2005-06) for computer cell with amount of Rs. 14.1 lakhs is proposed in the Annual plan, 2005-06. Similarly, Rs. 21 lakhs claimed for specific projects the perspective plan is proposal in the annual plan, 2005-06.

Table 5.3

ALLOCATIONS PERSPECTIVE PLAN FOR 2005-06 (DTERT)

Rs in lakhs

Component	Proposed	Modified
	Amount in Lakhs	
Civil Works	-	100
Computer Cell	14.1	14.1
English Language Cell	-	-
Specific Projects	21.0	21.0
Total	35.1	135.1

Table 5.2

Allocation under Perspective Plan for 2005-06 (INRT)

Amount in Lakhs

Component	Proposed	Modified
Civil Works		484.0
Edification & Books		58.0
Sanitation	1140.0	1102.0
Programs & Activities	510.0	493.0
Family Development	30.0	29.0
Community	162.0	159.5
Total	1862.0	2325.5

5.2.1 ALLOCATIONS UNDER PERSPECTIVE PLAN FOR THE 2005-06 (INRT)

It is Allocation under perspective plan for the year 2005-06, no claim was made for civil works but it has been included in the Annual Plan 2005-06 because the claim made for civil works in Annual plan of 2004-05 was not released. The provision made in the perspective plan 2005-06 for computer cell with amount of Rs. 14.1 lakhs is proposed in the annual plan, 2005-06. Similarly, Rs. 21 lakhs claimed for specific projects in the perspective plan is proposed in the annual plan, 2005-06.

Table 5.3

ALLOCATIONS PERSPECTIVE PLAN FOR 2005-06 (INRT)

Rs in lakhs

Component	Proposed	Modified
Civil Works		100
Computer Cell	14.1	14.1
English Language Cell		
Specific Projects	21.0	21.0
Total	35.1	135.1

5.4. DIET-WISE ALLOCATION FOR 2005-06

There is a commonality in these requirements of all the 29 DIETs regarding the components of Equipments and Books. Salary , Training and Action Research, Faculty Development and Contingencies. For each DIET, an amount of the 2.00 lakhs for Equipments & Books, 38 lakhs for salary, 17 lakhs for Training and Action Research, one lakh for faculty development and 5.5 lakhs for contingencies are proposed in the Annual plan of 2005-06.

Regarding Civil Works and infrastructure, DIETs needs are different and accordingly the demands for these component also vary. Only 18 DIETs require boundary walls. Three DIETs already have functional borewells and they don't need borewells immediately Seven recently established DIETs are already well electrified with copper-wiring. They don't have demand on copper wiring. Five DIETs don't require extension fittings during this plan year. All DIETs except one need generators. So the demands made for DIETs are varied and need based and they may be prioritized while sanctioning the proposals for the Annual Plan 2005-06.

5.4. DIET-WISE ALLOCATION FOR 2005-06

There is a commonality in these requirements of all the 39 DIETs regarding the components of Equipments and Books, Salary, Training and Action Research, Faculty Development and Contingencies. For each DIET, an amount of the 2.00 lakhs for Equipments & Books, 38 lakhs for salary, 17 lakhs for Training and Action Research, one lakh for faculty development and 5.5 lakhs for contingencies are proposed in the Annual plan of 2005-06.

Regarding Civil Works and infrastructure, DIETs needs are different and accordingly the demands for these component also vary. Only 18 DIETs require boundary walls. Three DIETs already have boundary walls and they don't need borewells immediately. Seven existing established DIETs are already well electrified with copper wires. They don't have demand on copper wires. Five DIETs don't require extension fittings during this plan year. All DIETs except one require generators. So the demands made for DIETs are varied and need to be considered and they may be prioritized while sanctioning the proposals for the Annual plan 2005-06.

Table 5.4
MAJOR COMPONENT WISE OUTLAY FOR THE YEAR 2005-06 (DIETs)

(Rupees in Lakhs)

S.No	District	Civil Works Infrastructure	Equipments and Books	Salary	Training And AR	Faculty Development	Contingencies	Total
1	Chennai	11	2.00	38	17	1	5.5	74.5
2	Coimbatore	12	2.00	38	17	1	5.5	75.5
3	Cuddalore	20	2.00	38	17	1	5.5	83.5
4	Dharmapuri	11	2.00	38	17	1	5.5	74.5
5	Dindigul	20	2.00	38	17	1	5.5	83.5
6	Erode	12	2.00	38	17	1	5.5	75.5
7	Kancheepuram	20	2.00	38	17	1	5.5	83.5
8	Kanyakumari	12	2.00	38	17	1	5.5	75.5
9	Karur	11	2.00	38	17	1	5.5	74.5
10	Madurai	20	2.00	38	17	1	5.5	83.5
11	Nagapattinam	20	2.00	38	17	1	5.5	83.5
12	Namakkal	12	2.00	38	17	1	5.5	75.5
13	Perambalur	20	2.00	38	17	1	5.5	83.5
14	Pudukkottai	20	2.00	38	17	1	5.5	83.5
15	Ramanadhapuram	20	2.00	38	17	1	5.5	83.5
16	Salem	10	2.00	38	17	1	5.5	73.5
17	Sivagangai	20	2.00	38	17	1	5.5	83.5
18	Tanjore	20	2.00	38	17	1	5.5	83.5
19	Nilgiris	10	2.00	38	17	1	5.5	73.5
20	Theni	20	2.00	38	17	1	5.5	83.5
21	Trichirappalli	20	2.00	38	17	1	5.5	83.5
22	Thirunelveli	12	2.00	38	17	1	5.5	75.5
23	Thiruvallur	20	2.00	38	17	1	5.5	83.5
24	Thiruvannamalai	20	2.00	38	17	1	5.5	83.5
25	Thiruvarur	20	2.00	38	17	1	5.5	83.5
26	Thoothukudi	20	2.00	38	17	1	5.5	83.5
27	Vellore	20	2.00	38	17	1	5.5	83.5
28	Villuppuram	11	2.00	38	17	1	5.5	74.5
29	Virudhunagar	20	2.00	38	17	1	5.5	83.5
Total		484	58.00	1102	493	29	159.5	2325.5

Table B.4

MAJOR COMPONENT WISE OUTLAY FOR THE YEAR 2002-03 (DIET)

(Rupees in Lakhs)

Sl. No.	Detail	Major Component	Sub Component	Year	Estimated	Actual	Total
29	Foodgrains	20	200	1402	1402	1402	2325.8
30	Non-Foodgrains	30	200	1402	1402	1402	83.5
31	Vegetables	30	200	1402	1402	1402	83.5
32	Fruits	30	200	1402	1402	1402	83.5
33	Protein supplements	30	200	1402	1402	1402	83.5
34	Vitamins	30	200	1402	1402	1402	83.5
35	Minerals	30	200	1402	1402	1402	83.5
36	Medicines	30	200	1402	1402	1402	83.5
37	First aid kits	30	200	1402	1402	1402	83.5
38	Medical equipment	30	200	1402	1402	1402	83.5
39	Medical stores	30	200	1402	1402	1402	83.5
40	Medical transport	30	200	1402	1402	1402	83.5
41	Medical training	30	200	1402	1402	1402	83.5
42	Medical research	30	200	1402	1402	1402	83.5
43	Medical education	30	200	1402	1402	1402	83.5
44	Medical information	30	200	1402	1402	1402	83.5
45	Medical publications	30	200	1402	1402	1402	83.5
46	Medical films	30	200	1402	1402	1402	83.5
47	Medical records	30	200	1402	1402	1402	83.5
48	Medical statistics	30	200	1402	1402	1402	83.5
49	Medical surveys	30	200	1402	1402	1402	83.5
50	Medical audits	30	200	1402	1402	1402	83.5
51	Medical inspections	30	200	1402	1402	1402	83.5
52	Medical evaluations	30	200	1402	1402	1402	83.5
53	Medical assessments	30	200	1402	1402	1402	83.5
54	Medical reviews	30	200	1402	1402	1402	83.5
55	Medical reports	30	200	1402	1402	1402	83.5
56	Medical documents	30	200	1402	1402	1402	83.5
57	Medical forms	30	200	1402	1402	1402	83.5
58	Medical registers	30	200	1402	1402	1402	83.5
59	Medical books	30	200	1402	1402	1402	83.5
60	Medical journals	30	200	1402	1402	1402	83.5
61	Medical magazines	30	200	1402	1402	1402	83.5
62	Medical newspapers	30	200	1402	1402	1402	83.5
63	Medical pamphlets	30	200	1402	1402	1402	83.5
64	Medical brochures	30	200	1402	1402	1402	83.5
65	Medical leaflets	30	200	1402	1402	1402	83.5
66	Medical posters	30	200	1402	1402	1402	83.5
67	Medical slides	30	200	1402	1402	1402	83.5
68	Medical models	30	200	1402	1402	1402	83.5
69	Medical specimens	30	200	1402	1402	1402	83.5
70	Medical equipment	30	200	1402	1402	1402	83.5
71	Medical stores	30	200	1402	1402	1402	83.5
72	Medical transport	30	200	1402	1402	1402	83.5
73	Medical training	30	200	1402	1402	1402	83.5
74	Medical research	30	200	1402	1402	1402	83.5
75	Medical education	30	200	1402	1402	1402	83.5
76	Medical information	30	200	1402	1402	1402	83.5
77	Medical publications	30	200	1402	1402	1402	83.5
78	Medical films	30	200	1402	1402	1402	83.5
79	Medical records	30	200	1402	1402	1402	83.5
80	Medical statistics	30	200	1402	1402	1402	83.5
81	Medical surveys	30	200	1402	1402	1402	83.5
82	Medical audits	30	200	1402	1402	1402	83.5
83	Medical inspections	30	200	1402	1402	1402	83.5
84	Medical evaluations	30	200	1402	1402	1402	83.5
85	Medical assessments	30	200	1402	1402	1402	83.5
86	Medical reviews	30	200	1402	1402	1402	83.5
87	Medical reports	30	200	1402	1402	1402	83.5
88	Medical documents	30	200	1402	1402	1402	83.5
89	Medical forms	30	200	1402	1402	1402	83.5
90	Medical registers	30	200	1402	1402	1402	83.5
91	Medical books	30	200	1402	1402	1402	83.5
92	Medical journals	30	200	1402	1402	1402	83.5
93	Medical magazines	30	200	1402	1402	1402	83.5
94	Medical newspapers	30	200	1402	1402	1402	83.5
95	Medical pamphlets	30	200	1402	1402	1402	83.5
96	Medical brochures	30	200	1402	1402	1402	83.5
97	Medical leaflets	30	200	1402	1402	1402	83.5
98	Medical posters	30	200	1402	1402	1402	83.5
99	Medical slides	30	200	1402	1402	1402	83.5
100	Medical models	30	200	1402	1402	1402	83.5

5.5 ALLOCATION FOR ... **TABLE 5.4.1**

Major Component Wise Outlay for the Year 2005-06 (Civil Works)

(Rupees in Lakhs)

S.No	District	Boundary Walls	Borewell	Taps, Storage & Tanks	Water Purifiers	Copper Wiring	Extension Fittings	Generators	Total
1	Chennai	-	2	1.5	2	2.5	2	1	11
2	Coimbatore	-	2	1.5	3	2.5	2	1	12
3	Cuddalore	14.5	-	1.5	0.5	2.5	-	1	20
4	Dharmapuri	-	2	1.5	2	2.5	2	1	11
5	Dindigul	10.5	2	1.5	1.5	2.5	1	1	20
6	Erode	-	2	1.5	3	2.5	2	1	12
7	Kancheepuram	12.5	2	1.5	2	-	1	1	20
8	Kanyakumari	-	2	1.5	3	2.5	2	1	12
9	Karur	-	2	1.5	2	2.5	2	1	11
10	Madurai	12	2	1.5	1	2.5	-	1	20
11	Nagapattinam	12	2	1.5	3.5	-	-	-	20
12	Namakkal	-	2	1.5	3	2.5	2	1	12
13	Perambalur	13	2	1.5	1.5	-	1	1	20
14	Pudukkottai	13		1.5	1	2.5	1	1	20
15	Ramanadhapuram	10.5	2	1.5	2.5	2.5	1	1	20
16	Salem	-	2	1.5	4.5	-	1	1	10
17	Sivagangai	11	2	1.5	1	2.5	1	1	20
18	Tanjore	13	-	1.5	1	2.5	1	1	20
19	Nilgiris	-	2	1.5	2	2.5	1	1	10
20	Theni	13.5	2	1.5	1	-	1	1	20
21	Trichirappalli	12.5	2	1.5	2	-	1	1	20
22	Thirunelveli	-	2	1.5	4	2.5	1	1	12
23	Thiruvallur	12	2	1.5	1	2.5	-	1	20
24	Thiruvannamalai	10	2	1.5	2	2.5	1	1	20
25	Thiruvarur	12.5	2	1.5	2	-	1	1	20
26	Thoothukudi	10	2	1.5	3	2.5	-	1	20
27	Vellore	11	2	1.5	1	2.5	1	1	20
28	Villuppuram	-	2	1.5	3	2.5	1	1	11
29	Virudhunagar	12	2	1.5	1	2.5	-	1	20
	Total	215.5	52	43.5	60	55	30	28	484

5.5 ALLOCATION FOR 2005-2006 (DTERT)

For strengthening of the DTERT, the state apex body, to organize all kinds of programmes and activities, proposals are made for the construction of hostel and establishment of computer cell. The amount proposed for the former is Rs. 100 lakhs and the later Rs. 1401 lakhs. Another 21 lakhs for DTERT specific projects is claimed in the year 2005-06.

Table 5.5
ALLOCATION FOR 2005-2006 (DTERT)

S.No.	Component	Amount in Lakhs
1	Civil Works- Construction of Hostels	100.00
2	Computer Cell	14.10
3	Specific Projects	21.00
Total		135.10

CHAPTER VI

BUDGETING

Table 6.1

**Budget Abstract for the Year (2005-06) for Elementary Teacher
Education in Tamil Nadu**

Part	Institution	Amount
1	DIETs	2325.50
2	DTERT	135.10
	Total	2460.60

Part A

DIETs

Table 6.1

BUDGET ABSTRACT FOR TENTH FIVE YEAR PLAN (2005-06)

Sl. No	Major Activity	Amount	Total
Non-Recurring			
	Infrastructure		
1	Civil Works	484.00	542.00
2	Computer Equipment & Library Books	58.00	
Recurring			
3	Salaries	1102.00	1783.50
4	Training & Research	493.00	
5	Faculty Developing	29.00	
6	Contingencies	159.50	
	Total		2325.50

Table 6.1.1**Budget Provision for Non - Recurring Items as per the Annual Plan 2005-06***(Rupees in Lakhs)*

Sl. No	Major Activity	Activity	Unit cost	Phy.	Fin
1	A	Infrastructure			
	BW	Boundary wall			
		1. Cuddalore	14.5	1	14.5
		2. Dindigul	10.5	1	10.5
		3. Kancheepuram	12.5	1	12.5
		4. Madurai	12	1	12.0
		5. Nagapattinam	12	1	12.0
		6. Perambalur	13	1	13.0
		7. Pudukkottai	13	1	13.0
		8. Ramanathapuram	10.5	1	10.5
		9. Sivagangai	11	1	11.0
		10. Tanjore	13	1	13.0
		11. Theni	13.5	1	13.5
		12. Tiruchirappalli	12.5	1	12.5
		13. Thiruvallur	12	1	12.0
		14. Thiruvannamalai	10	1	10.0
		15. Thiruvarur	12.5	1	12.5
		16. Thoothukudi	10	1	10.0
		17. Vellore	11	1	11.0
		18. Virudhunagar	12	1	12.0
Total					215.5
2	WR	Bore wells (except DIETs of Cuddalore, Pudukkottai & Tanjore)	2	26	52.0
3	WR	Taps, Storage & Tanks (all 29 DIETs)	1.5	29	43.5
4	WR	Water Purifiers (all 29 DIETs)	0.5	120	60.0

5	EB	Copper Rewiring (except DIETs of Chengalpattu, Nagapattinam, Perambalur, Selam, Theni, Tiruchy & Thiruvavarur)	2.5	22	55.0
6	EB	Extension Fitting (except Cuddalore, Madurai, Nagapattinam, Thiruvallur, Thoothukudi & Virudhunagar)	1	30	30.0
7	EB	Generator (except DIET of Ramanathapuram)	1	28	28.0
Total A			224	273	484.0
Equipment & Books					
8	CL	Purchase of one module of computer having 5 sets computers and its accessories	1	2	58.0
Total B			1	2	58.0
Total			225	275	542.0

Abstract*(Rupees in Lakhs)*

Sl. No	Major Activity	Activity	Unit cost	Phy in	Fin
10	A	Infrastructure	20.00	273	484.00
	B	Equipment & Books	2.00	58	58.00
Total			22.00	331	542.00

Equipment & Books				Total			
CL	1	2	58.0	225	275	543.0	
Purchase of one module of computer having 5 sets computers and its accessories							
Total B				1	2	58.0	
EB	3	25	55.0	224	273	484.0	
Total A							
EB	4	30	30.0				
Extension Printing (except Copper Rewriting for except DITs of Changanassery, Nagapattanam, Perambalur, Salem, Thiruvananthapuram, Thiruvallur, Thoothukudi & Vellore)							
EB	5	28	28.0				
Generator (except DIT of Kottayam)							

Abstract

Sl. No.	Major Activity	Activity	Unit cost	Qty. in	Price in Rupees
A	Infrastructure		20.00	273	546.00
B	Equipment & Books		2.00	28	56.00
Total			22.00	291	602.00

Table 6.1.2**Budget Provision for Recurring Items as per the Annual Plan 2005- 06 (Recurring)**

Sl. No.	Code	Name of the Programme	Mode	Level	Executing Branch	Unit Cost	Amount Required
1.	XPA501	Theme Specific Training Programme for Teachers.	Workshop	DIET	CMDE	2.25	65.25
2.	XPA502	Action Research	Research	DIET	-	1.50	43.50
3.	XPA503	Assessment of In-Service Training Programme	Study	ZONE/ DIET	IFIC	1.00	29.00
4.	XPA504	Review of Materials	Study	ZONE/ DIET	PSTE	0.40	11.60
5	XPA505	District Specific Modules Preparation & Training to Teachers	Workshop/ Training	DIET	WE	1.00	29.00
6	XPA506	a) Research Project	Project	ZONE/ DIET	-	3.00	87.00
		b) Research Study	Study	ZONE/DIET		2.00	58.00
7.	XPA507	Extension Services – Module Preparation & Training On School Readiness Programme (ECCE) to ICDS Instructors	Workshop & Training	STATE/DIET	DRU	0.50	14.50
8.	XPA508	Capacity Building Training on Emotional Intelligence, and Written Communication Skills to DIET Faculty & BRTes	Training	STATE/DIET	IFIC	1.50	43.50
9.	XPA509	Induction Training To Faculty Members of Private TTIs	Training	STATE/DIET	PSTE	0.20	5.80
10.	XPA510	Workshop on Experiments In Psychology for DIET Faculty Members	Workshop	STATE/DIET	PSTE	0.50	14.50
11.	XPA511	Review of Text Books	Study	ZONE/DIET	PSTE	0.50	14.50
12.	XPA512	I. Organizing District Level Seminar	Seminar	DIET		0.4	11.6
		II. Zonal Level Seminar	Seminar	ZONE		0.50	14.5
		III. National Level Seminar	Seminar	DIET		0.25	7.25
13.	XPA513	Training on Computer Languages to DIET Faculty	Training & Workshop	DIET	ET	0.50	14.50
14.	XPA514	Training on School Effectiveness to AEEOs & HMs	Training	STATE/DIET	P & M	0.50	14.50

15.	XPA515	Workshop on Handling AV Equipments for DIET Faculty	Workshop	DIET	ET	0.50	14.50
TOTAL						17.00	493.00
FACULTY DEVELOPMENT							
16.	XFD501	Refresher Course on Research Methodology to DIET Faculty	Workshop	STATE	P & M	0.200	5.80
17.	XFD502	Managerial Skills Training To Senior Lecturers of DIETs	Training	ZONE	P & M	.098	2.842
18.	XFD505	Faculty Development Participation In International, National & Regional Seminars	Seminar	DIET	DRU	0.187	5.423
19.	XFD508	Publication of News Letters	Publication	DIET	IFIC	0.055	1.595
20.	XFD509	Excellence Awards	Award	DIET/STATE	WE	0.030	0.870
21.	XFD510	Subscription to Journals	Subscription	DIET	DRU	0.200	5.800
22.	XFD512	Exposure Visits	Visit	DIET	WE	0.150	4.35
23.	XFD515	Designing Web Resources	Website	DIET	ET	0.080	2.32
TOTAL						1.000	29.000
CONTINGENCIES							
24.	XCL501	Computer Maintenance		DIET		0.20	5.80
25.	XCL502	Computer Stationary		DIET		0.05	1.45
26.	XCL503	Purchase of Consumable materials for ET / Computer		DIET		0.15	4.35
27.	XCL504	Internet Connections		DIET		0.10	2.90
Total						0.50	14.50
28.	XOC501	a) Electricity Bill		DIET		1.00	29.00
29.	XOC502	Phone Bill		DIET		1.00	29.00
30.	XOC503	School visits a) Hiring Vehicles for School visit, BRC visit, Private TTI Visit for Principal and Faculty members of DIET b) Provisions for DA for visits to DIET faculty and Principal		DIET		0.60	17.40

31	XOC504	Rent, Taxes and Recurring Yearly Provision of drinking water		DIET		0.15	4.35
32	XOC505	Office Stationary and Printing forms		DIET		0.05	1.45
33	XOC506	Purchase of Consumable materials for Science Lab, Psychology Lab, and WE Lab etc.		DIET		0.10	2.90
34.	XOC507	Contingent Staff / Contract Staff on Monthly Basis		DIET			
	a)	House Master for Boys Hostel – One Person (Salary Rs.1500/- per month per person)		DIET		0.18	5.22
	b)	Matron for Girls Hostel – One Person (Salary Rs.1500/- per month per person)		DIET		0.18	5.22
	c)	Watch Man: Night Shift –(one person) : Day shift (One person) (Salary Rs.1000/- per month per person).		DIET		0.24	6.96
	d)	Sweeper – One Person (Salary Rs.1000/- per month per person)		DIET		0.12	3.48
	e)	Technical Assistant cum Programmer – One person (Salary Rs.1500/- per month per person)		DIET		0.24	6.96
	f)	Vocational Instructor (Art. Craft, Music, Life skills etc.: Salary Rs. 100/- per hour per person: Not more than 30 hours per month)		DIET		0.30	8.70
35	XOC508	Special Contingency for Resource Persons from NIEPA, NCERT, RIE, DTERT, and other reputed organizations		DIET		0.19	5.51

36	XOC208	Maintenance of furniture and various boards	DIET		0.40	11.8
37	XOC210	Maintenance of Toilets (Salary to scavenger on hour basis and basis) Maintenance of Sanitary facilities Bath room Septic Tank, Water tank pump in DIETs and Hostels	DIET		0.25	1.25
TOTAL					0.65	13.0
TOTAL					0.65	13.0
GRAND TOTAL					0.65	13.0

Table 6.1.3
MAJOR COMPONENT WISE OUTLAY FOR THE YEAR 2005-06 (DIETs)

(Rupees in Lakhs)

S.No	District	Civil Works Infrastructure	Equipments and Books	Salary	Training And AR	Faculty Development	Contingencies	Total
1	Chennai	11	2.00	38	17	1	5.5	74.5
2	Coimbatore	12	2.00	38	17	1	5.5	75.5
3	Cuddalore	20	2.00	38	17	1	5.5	83.5
4	Dharmapuri	11	2.00	38	17	1	5.5	74.5
5	Dindigul	20	2.00	38	17	1	5.5	83.5
6	Erode	12	2.00	38	17	1	5.5	75.5
7	Kancheepuram	20	2.00	38	17	1	5.5	83.5
8	Kanyakumari	12	2.00	38	17	1	5.5	75.5
9	Karur	11	2.00	38	17	1	5.5	74.5
10	Madurai	20	2.00	38	17	1	5.5	83.5
11	Nagapattinam	20	2.00	38	17	1	5.5	83.5
12	Namakkal	12	2.00	38	17	1	5.5	75.5
13	Perambalur	20	2.00	38	17	1	5.5	83.5
14	Pudukkottai	20	2.00	38	17	1	5.5	83.5
15	Ramanadhapuram	20	2.00	38	17	1	5.5	83.5
16	Salem	10	2.00	38	17	1	5.5	73.5
17	Sivagangai	20	2.00	38	17	1	5.5	83.5
18	Tanjore	20	2.00	38	17	1	5.5	83.5
19	Nilgiris	10	2.00	38	17	1	5.5	73.5
20	Theni	20	2.00	38	17	1	5.5	83.5
21	Trichirappalli	20	2.00	38	17	1	5.5	83.5
22	Thirunelveli	12	2.00	38	17	1	5.5	75.5
23	Thiruvallur	20	2.00	38	17	1	5.5	83.5
24	Thiruvannamalai	20	2.00	38	17	1	5.5	83.5
25	Thiruvarur	20	2.00	38	17	1	5.5	83.5
26	Thoothukudi	20	2.00	38	17	1	5.5	83.5
27	Vellore	20	2.00	38	17	1	5.5	83.5
28	Villuppuram	11	2.00	38	17	1	5.5	74.5
29	Virudhunagar	20	2.00	38	17	1	5.5	83.5
Total		484	58.00	1102	493	29	159.5	2325.5

Table 6.1.3
MAJOR COMPONENT WISE OUTLAY FOR THE YEAR 2005-06 (IN Lakhs)
 (Rupees in Lakhs)

Sl. No.	District	Major Component	Value	PA buy project	Manufactured plant	Construction	Total
1	Chennai	11	2.00	38	17	3.5	44.5
2	Coimbatore	12	8.00	38	17	2.5	55.5
3	Cuddalore	20	2.00	38	17	2.5	59.5
4	Dharmapuri	11	2.00	38	17	2.5	59.5
5	Dindur	20	2.00	38	17	2.5	59.5
6	Erode	12	2.00	38	17	2.5	59.5
7	Kanchipuram	20	2.00	38	17	2.5	59.5
8	Kanyakumari	12	2.00	38	17	2.5	59.5
9	Karur	11	2.00	38	17	2.5	59.5
10	Madurai	20	2.00	38	17	2.5	59.5
11	Nagapattinam	20	2.00	38	17	2.5	59.5
12	Namakkal	12	2.00	38	17	2.5	59.5
13	Neyveli	20	2.00	38	17	2.5	59.5
14	Pudukottai	20	2.00	38	17	2.5	59.5
15	Ramanathapuram	20	2.00	38	17	2.5	59.5
16	Salem	10	2.00	38	17	2.5	59.5
17	Sivagangai	20	2.00	38	17	2.5	59.5
18	Tanjore	20	2.00	38	17	2.5	59.5
19	Tiruchirappalli	10	2.00	38	17	2.5	59.5
20	Tirunelveli	20	2.00	38	17	2.5	59.5
21	Tirupattur	20	2.00	38	17	2.5	59.5
22	Tiruvallur	12	2.00	38	17	2.5	59.5
23	Tiruvannamalai	20	2.00	38	17	2.5	59.5
24	Tiruvengudi	20	2.00	38	17	2.5	59.5
25	Tiruvoturi	20	2.00	38	17	2.5	59.5
26	Tiruvur	20	2.00	38	17	2.5	59.5
27	Tiruvur	11	2.00	38	17	2.5	59.5
28	Tiruvur	20	2.00	38	17	2.5	59.5
29	Tiruvur	20	2.00	38	17	2.5	59.5
30	Total	184	68.00	1402	492	428.5	2352.5

TABLE 6.1.4**Major Component Wise Outlay for the Year 2005-06 (Civil Works)***(Rupees in Lakhs)*

S.No	District	Boundary Walls	Borewell	Taps, Storage & Tanks	Water Purifiers	Copper Wiring	Extension Fittings	Generators	Total
1	Chennai	-	2	1.5	2	2.5	2	1	11
2	Coimbatore	-	2	1.5	3	2.5	2	1	12
3	Cuddalore	14.5	-	1.5	0.5	2.5	-	1	20
4	Dharmapuri	-	2	1.5	2	2.5	2	1	11
5	Dindigul	10.5	2	1.5	1.5	2.5	1	1	20
6	Erode	-	2	1.5	3	2.5	2	1	12
7	Kancheepuram	12.5	2	1.5	2	-	1	1	20
8	Kanyakumari	-	2	1.5	3	2.5	2	1	12
9	Karur	-	2	1.5	2	2.5	2	1	11
10	Madurai	12	2	1.5	1	2.5	-	1	20
11	Nagapattinam	12	2	1.5	3.5	-	-	-	20
12	Namakkal	-	2	1.5	3	2.5	2	1	12
13	Perambalur	13	2	1.5	1.5	-	1	1	20
14	Pudukkottai	13		1.5	1	2.5	1	1	20
15	Ramanadhapuram	10.5	2	1.5	2.5	2.5	1	1	20
16	Salem	-	2	1.5	4.5	-	1	1	10
17	Sivagangai	11	2	1.5	1	2.5	1	1	20
18	Tanjore	13	-	1.5	1	2.5	1	1	20
19	Nilgiris	-	2	1.5	2	2.5	1	1	10
20	Theni	13.5	2	1.5	1	-	1	1	20
21	Trichirappalli	12.5	2	1.5	2	-	1	1	20
22	Thirunelveli	-	2	1.5	4	2.5	1	1	12
23	Thiruvallur	12	2	1.5	1	2.5	-	1	20
24	Thiruvannamalai	10	2	1.5	2	2.5	1	1	20
25	Thiruvannamalai	12.5	2	1.5	2	-	1	1	20
26	Thiruvannamalai	10	2	1.5	3	2.5	-	1	20
27	Thoothukudi	10	2	1.5	1	2.5	1	1	20
28	Vellore	11	2	1.5	1	2.5	1	1	11
29	Villuppuram	-	2	1.5	3	2.5	1	1	20
30	Virudhunagar	12	2	1.5	1	2.5	-	1	20
	Total	215.5	52	43.5	60	55	30	28	484

Part II

DTERT

Table 6.2

**BUDGET FOR STRENGTHENING OF DTERT
FOR THE YEAR 2005-06**

(Rupees in Lakhs)

Sl. No.	Project	Unit Cost	Phy	Fin
Civil works				
1.	Construction of Hostel	100	1	100.00
Total				100.00
Computer Cell				
2.	Pentium IV Computers	0.40	5	2.00
3.	Software	1.00	1	1.00
4.	CD/DVD Player with Home Theatre	0.25	1	0.25
5.	CD Writers	0.04	4	0.20
6.	Multimedia Projector	2.00	1	2.00
7.	Educational CD Library	1.00	1	1.00
8.	Digital Camera	0.25	2	0.50
9.	UPS 2 KVA	0.50	1	0.50
10.	Laser Printer	0.30	2	0.60
11.	Inkjet Printer	0.10	2	0.20
12.	Dot Matrix Printer	0.15	2	0.30
13.	Internet ISDN (64 kbps)	0.50	1	0.50
14.	Website Deveoper/Hosting / VRL / Web space Website designing	1.15	1	1.15
Total				10.20
Recurring Expenditure				
15.	Professionals' Salary	1.20	2	2.40
16.	Stationery	0.50	1	0.50
17.	Consumables	0.50	1	0.50
18.	Maintenance	0.50	1	0.50
Total			5	3.90
Total				14.10

Part II

DTEBT

Table 6.2

BUDGET FOR STRENGTHENING OF DTEBT
FOR THE YEAR 2008-09

(figures in lakhs)

Sl. No.	Project	Unit Cost	Qty	Rs.
Civil works				
1.	Construction of Hostel	100	1	100.00
	Total			100.00
Computer Cell				
2.	Peripherals	0.40	5	2.00
3.	Software	1.00	1	1.00
4.	CD/DVD Player with Home Theatre	0.25	1	0.25
5.	CD Writers	0.04	5	0.20
6.	Multimedia Projector	2.00	1	2.00
7.	Educational CD Library	1.00	1	1.00
8.	Digital Camera	0.25	2	0.50
9.	UPS 2 KVA	0.50	1	0.50
10.	Laser Printer	0.30	2	0.60
11.	Inkjet Printer	0.10	2	0.20
12.	Dot Matrix Printer	0.15	2	0.30
13.	Internal HDD 64 kbps	0.50	1	0.50
14.	Website Development/Hosting / VR / Web space Website designing	1.15	1	1.15
	Total			10.20
Recurring Expenditure				
15.	Professional Salary	1.20	2	2.40
16.	Stationery	0.30	1	0.30
17.	Consultancy	0.50	1	0.50
18.	Maintenance	0.50	1	0.50
	Total		2	3.90
	Total			14.10

Specific Projects				
19	Training Need Assessment Survey	2.00	1	2.00
20	DTERT sponsored Training Programmes Projects	3.5	1	3.5
	1. School Effectiveness Project	3.5	1	3.5
	2. Assessment of DTE Exam			
21	Institutional Development Project : Evolving -Integrated Curriculum for Pre-Primary Education	4.4	1	4.4
22	State level Progress Review Wrkshop for Principals & Faculty of DIETs, & DTERT)	0.6	6	3.6
23	State Resource Group meetings	0.25	4	2.00
24.	Exposure Visits	0.5	8	2.00
Total				21.00
Grand Total				135.10

50:50 Sharing :

(a) Government of India Contribution

: 67.55 lakhs

(b) Government of Tamil Nadu Contribution

: 67.55 lakhs

135.10 lakhs

Specific Projects			
19	Training Need Assessment Survey	2.00	1
20	DTER sponsored Training Programmes	3.5	1
	1. School Effectiveness Project	3.5	1
	2. Assessment of DTE Exam		
21	Institutional Development Project: Evolving -integrated Curriculum for Pre-Primary Education	4.4	1
22	State level Progress Review Workshop for Principals & Faculty of DTE & DTER	0.6	6
23	State Resource Group meetings	0.25	4
24	Exposure Visits	0.5	8
Total			
Grand Total		135.10	

67.55 lakhs
67.55 lakhs
135.10 lakhs

Contribution of Tamil Nadu Government
Contribution of India Government

Training ;

DTERT

Table 6.2.1
Major Component-wise Outlay for 2005-06

S.No.	Component	Amount in Lakhs
1	Civil Works- Construction of Hostels	100.00
2	Computer Cell	14.10
3	Specific Projects	21.00
Total		135.10

50:50 Sharing :

(a) Government of India Contribution : 67.55 lakhs

(b) Government of Tamil Nadu Contribution : 67.55 lakhs

135.10 lakhs

DTERY

Table 6.2.1

Major Component-wise Outlay for 2002-08

S.No.	Component	Amount in Lakhs
1	Civil Works- Construction of Hostel	70.00
2	Computer Cell	1.10
3	Specific Projects	21.00
Total		92.10

50.50 Sharing.

67.55 lakhs

(a) Government of India Contribution

67.55 lakhs

(b) Government of Tamil Nadu Contribution

135.10 lakhs



